User Manual

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1. Introduction

Welcome to the learnPro LAB Manual. This manual will provide you with all the support and guidance you need to successfully create your e-learning modules.

1.1 Introduction to LAB

learnPro LAB is a SCORM Authoring Tool which has been built as a Microsoft Word add-in, compatible with the 2007 and 2010 versions. It will allow you to create SCORM compliant HTML modules that can be uploaded onto the learnPro eLMS.

1.2 Installing LAB

Before installing LAB you need to check the Software and Technical Requirements:

Software

Microsoft Word
Microsoft Visual Studio 2010 Tools for Office Runtime (x86 and x64) *(Auto Download and Install)*
Microsoft .Net Framework 4 (x86 and x64) *(Auto Download and Install)*
Microsoft Office 2007 Primary Interop Assemblies *(Auto Download and Install)*

Technical Requirements

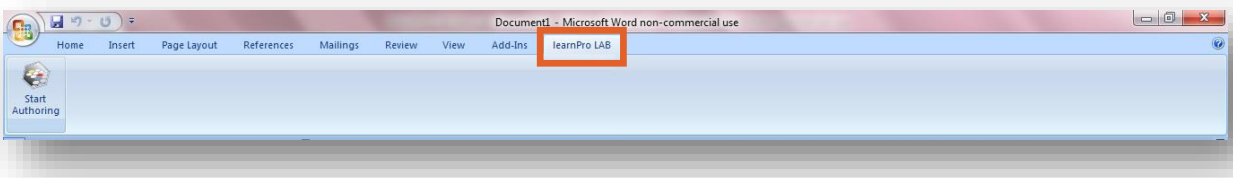
Processor: 700MHz or Higher
Memory (RAM): 512MB
Hard Disk: 2GB (for Word) + 4MB (for LAB) + 200MB (for Resources)
Total: 2.3GB (The more resources you have the more disk space needed)
Operating System: Microsoft Words 2007 or 2010 – check the link below
(http://technet.microsoft.com/en-us/library/ee624351(office.14)#section16)
Internet Connection: Required

Network Configuration

Allow the download and installation of file types:
.exe
.vsto
.msi

Secure connections (HTTPS) to and from *.learnprouk.com/*
Once you have confirmed that your computer meets these requirements LAB can be downloaded from the learnPro website: www.learnpro.co.uk/learnproauthoring. When the installation process has finished restart Word and you will see the **learnPro LAB** Tab.

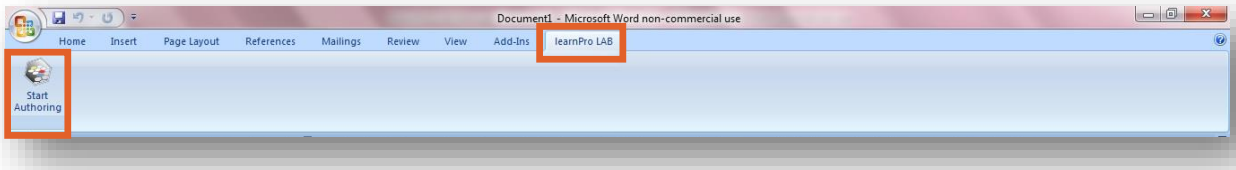
LearnPro LAB Tab



1.3 Accessing LAB

In order to access LAB you must have a valid account on one of the learnPro systems (learnPro NHS, learnPro Fire, Community, Council or Police). Your account must also have permission to use LAB. Permission must be request from learnPro, and once you have attended training and your account has been upgraded you can start authoring.

After clicking on the **learnPro LAB** tab, click on the **Start Authoring** button.



You will see the **Login** dialogue box. Select your Sector (NHS, Fire, Community, Council or Police), enter in your username and password and then click the **Login** button.

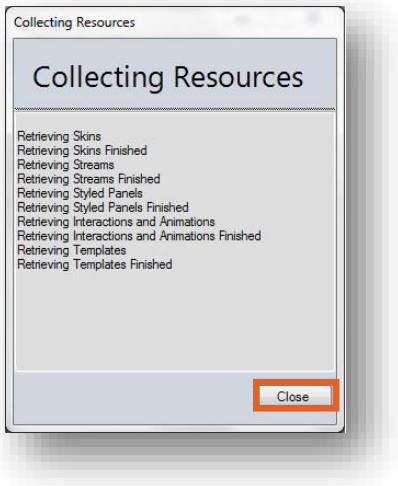
Login Dialogue Box

When you click the **Login** button the details you entered will be checked to make sure they are valid. If there is a problem with your details, LAB will inform you that they could not be authenticated.

You have the option to tell LAB to remember your username by checking the **Remember Me** checkbox. This will store your email on the computer you are using at the time, to remember at a later date when you login to LAB on the same computer.

Once your details have been authenticated you will see the **Collecting Resources** dialogue box. This means that LAB is downloading all of the resources stored in the library for your organisation, and they will be available for all authors in your area that have LAB accounts.

Collecting Resources Dialogue Box



When LAB has finished collecting your resources you will see the **Close** button. Once you have closed this dialogue box you can begin creating your e-learning module.

2. Authoring

2.1 Skins and Themes

With LAB skins and themes you can style your e-learning modules with your own design. A skin is a collection of themes which are used to provide different design options for pages. Themes allow you to differentiate between types of pages in a module, or between module categories. For example, within your module you could choose to use one theme for all introductory pages, another for all quiz or assessment pages, and another for all summary pages. Or, you could use one theme for different categories of module, for example Induction, Mandatory, Clinical, and Professional Development.

2.2 Module Settings

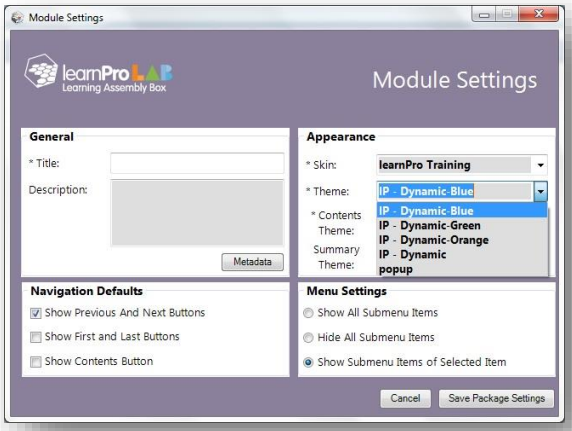
When you start creating a new module from a Word Document you will be presented with the **Module Settings** dialogue box. From here you can specify the module details:

- Title
- Description
- Skin
- Theme
- Menu settings
- Navigation settings

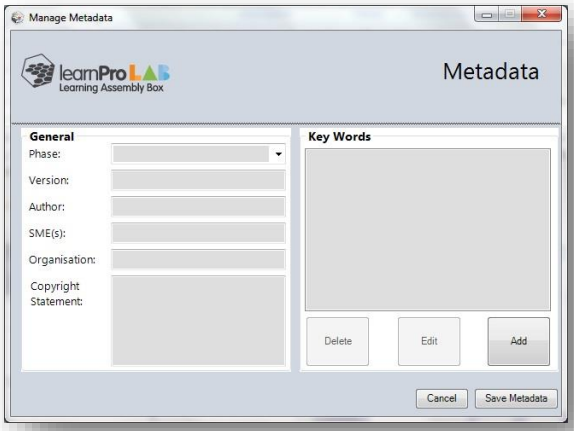
There is also a Metadata button which will display the **Metadata** dialogue box where you can specify the following details:

- Development stage
- Version number
- Authors
- Subject Matter Experts (SMEs)
- Keywords

Module Settings Dialogue Box



Metadata Dialogue Box



Each LAB skin can contain multiple themes, which are used for the different types of page within your module. The **Module Settings** dialogue box allows you to set a theme for the module, but this can be overridden at a section or page level. The themes available will depend on the LAB skin you are using.

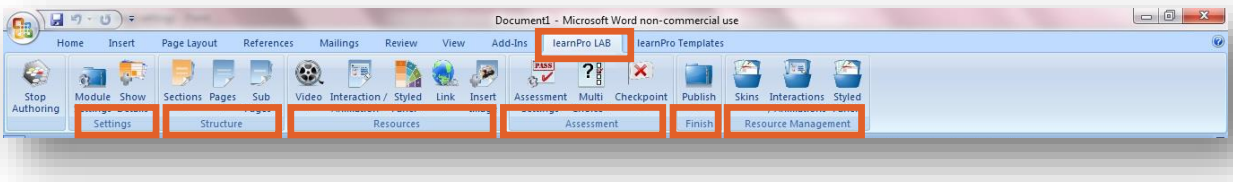
Within the Module Settings dialogue box you **must** provide a module title before you can use any of the authoring features.

2.3 LAB Ribbon / Toolbar

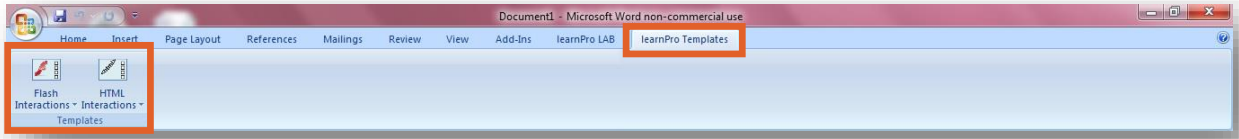
Once you have logged in and your details have been authenticated, the LAB ribbon (toolbar) appears at the top of your Word window. You will see a number of different items grouped into sections; these are the tools you will use to create your e-learning module:

- Settings
- Structure
- Resources
- Assessment
- Finish
- Resource Management

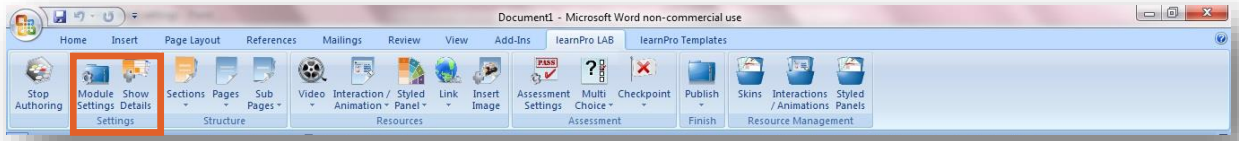
Ribbon (Toolbar)



You will also notice an additional **learnPro Templates** tab. When you click on this, it shows the Flash and HTML Interaction buttons.



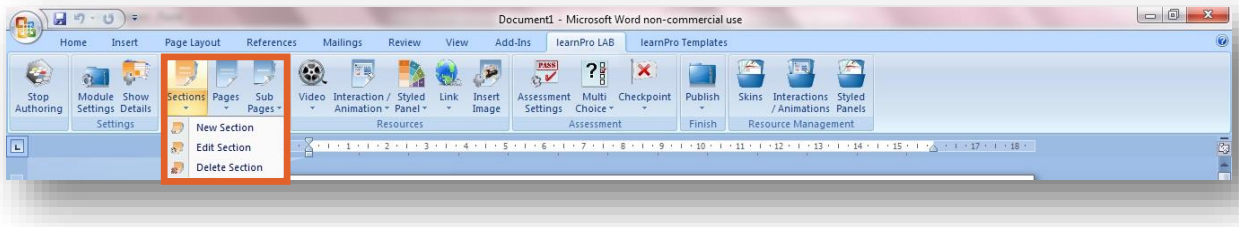
2.4 Settings



Within the **Settings** section you can see **Module Settings** and **Show Details** buttons.

- The **Module Settings** button allows you to edit the settings you have already specified
- The **Show Details** button allows you to view or hide the details of sections, pages and subpages

2.5 Structure



In the **Structure** section you can add **New Sections**, **Pages** and **Sub Pages**, and **Edit** or **Delete** existing ones. LAB uses a three-level structure for modules:

- Sections are at the top level
- Sections contain Pages
- Pages contain Sub Pages

LAB will not let you create a page without a section, or a sub page without creating a page first.

- To **add** a new section, page or sub page, click the arrow below the relevant button. A dropdown menu will appear, and then you can select **New Section** (New Page or New Sub Page). Alternatively, you can just click on the button rather than the arrow

- To **edit** or **delete** a section, page or sub page, click the arrow to access the dropdown menu and select **Edit Section** or **Delete Section**, Page or Sub Page. Alternatively, you can hold down the CTRL key and click the appropriate button

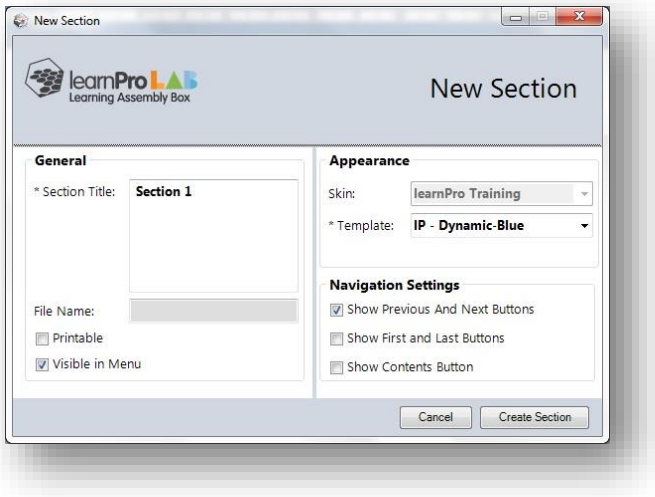
Before editing or deleting a section, page or sub page, your cursor must be positioned in the details table. Once you have clicked **Edit** or **Delete**, you will see the appropriate dialogue box.

When deleting, you are given the option to delete the page **and** its content, or to delete the page but **keep** the content. If you decide to delete a page but keep the content, the details table will be deleted but the content will remain, becoming part of the previous page. In both cases, the page title will also be deleted.

Structure Dialogue Boxes

When you are managing your sections and pages, you will be presented with same type of dialogue box, with the same options for Sections, Pages and Sub Pages.

New Section Dialogue Box



The options are:

- **Title** is the title of your new page. This will appear in the published module, usually on the header bar, or as specified by the LAB skin

- **File Name:** this is an optional field. When you publish a module LAB will create web pages which are given a default number; however, if you specify a file name, the pages will be generated with that file name and then the page number (_01.htm without file name, **or** Effective Meetings_01 with file name)

- **Printable:** this defines whether or not the user is presented with the print dialogue box when they navigate to that page

- **Visible in Menu:** this defines whether or not the page should be displayed within the menu. If a page is not visible in the menu it will also be excluded from the navigation (first, previous, next, last links). That means the only way to access a page that is hidden from the menu is via an internal link

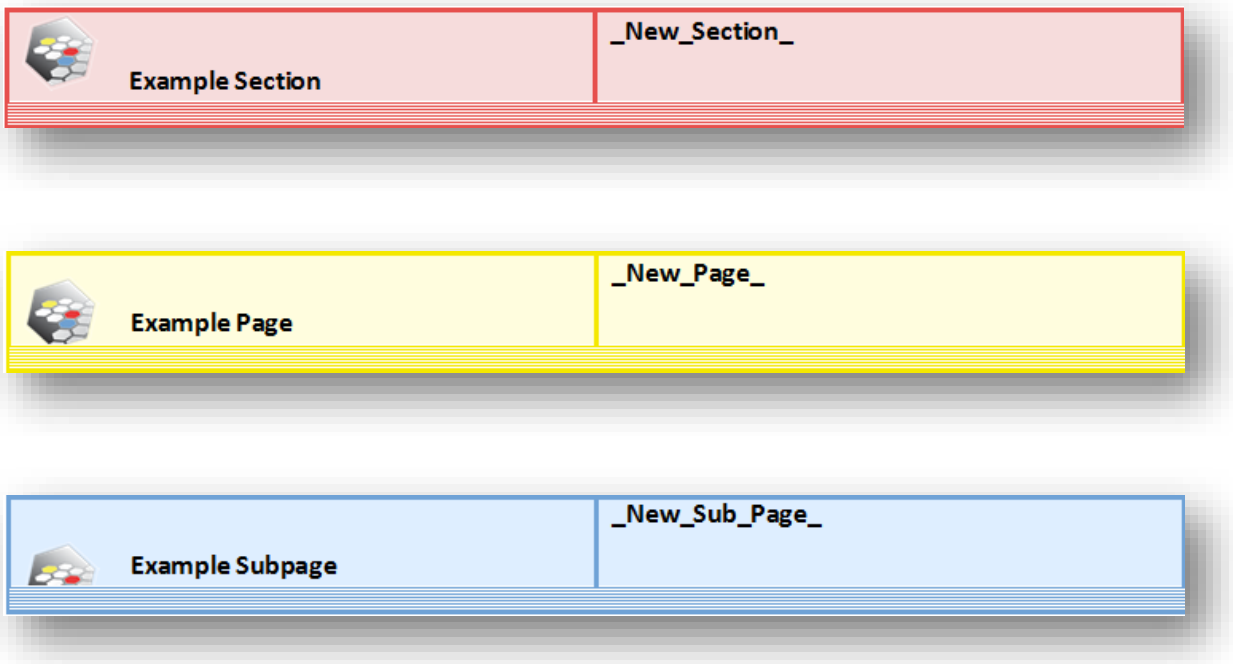
- **Themes:** these allow you to choose a specific theme (as defined within your LAB skin) that will be used for this section, page or sub page. This will override the theme you selected in the module settings dialogue box

- **Navigation Settings:** these allow you to set which navigation links appear on a page. The options are: Show Previous and Next Buttons, Show First and Last Buttons, and Show Contents Button. These settings will override the ones you selected in the module settings dialogue box

2.6 Sections, Pages and Sub Pages

Once you have decided on your settings and clicked the **New Section**, **Page** or **Sub Page** button, LAB will insert a colour-coded details table into your script, as shown below:

Details Tables



A details table is a coloured table used to store the details of that specific item. These items can range from **structure** items (sections, pages and sub pages) to **resources** items (styled panels, videos and interactions). You can view the information in a structure item details table (section, page or sub page) by clicking the **Show Details** button in the settings section of the ribbon.

3. Adding, Editing and Deleting Resources

The **Resources** section of the ribbon allows you to insert the following items:

- Videos
- Flash and HTML Interactions
- Styled Panels
- Links
- Images

Each resource has its own dialogue box which allows you to manage it, and each resource follows the same pattern. The dropdown lists provide options for **New**, **Edit** or **Delete**. As with managing sections, pages and sub pages you have the option to click the button to add the resource, or to edit it just hold the CTRL key on your keyboard.

Before selecting the edit or delete option your cursor must be in the details table of the resource you want to edit, to make it active.

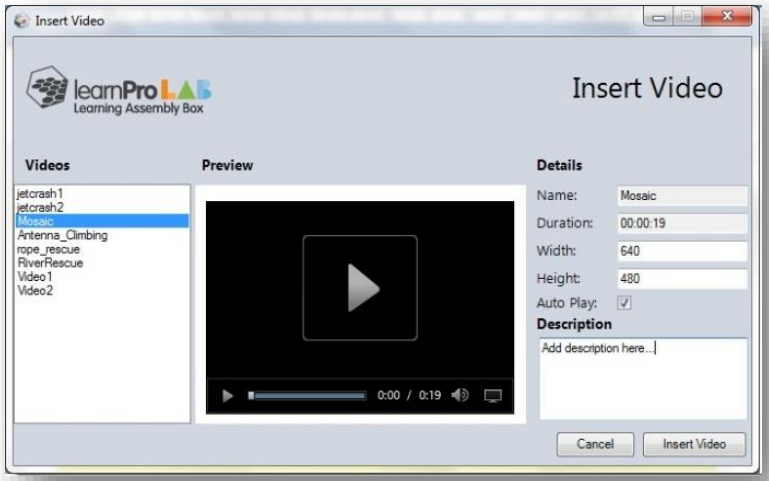
3.1 Video/Audio

When you want to add a video or audio you will be presented with the **Insert Video** dialogue box. This will allow you to select a video and change some of the details. You can specify the width and height of the video; whether the video should play automatically; as well as set a description for the video. When you click the **Insert Video** button LAB will insert a **Details Table** into the Word script.

If you are inserting an **audio** file, you can set the **Height** of the player to **40**, which will leave just the play bar visible.

> The video needs to have been previously uploaded to the video library and the file format needs to be .**f4v** in order to do this (see Appendix 2 for more details).

Insert Video Dialogue Box



Video Details Table

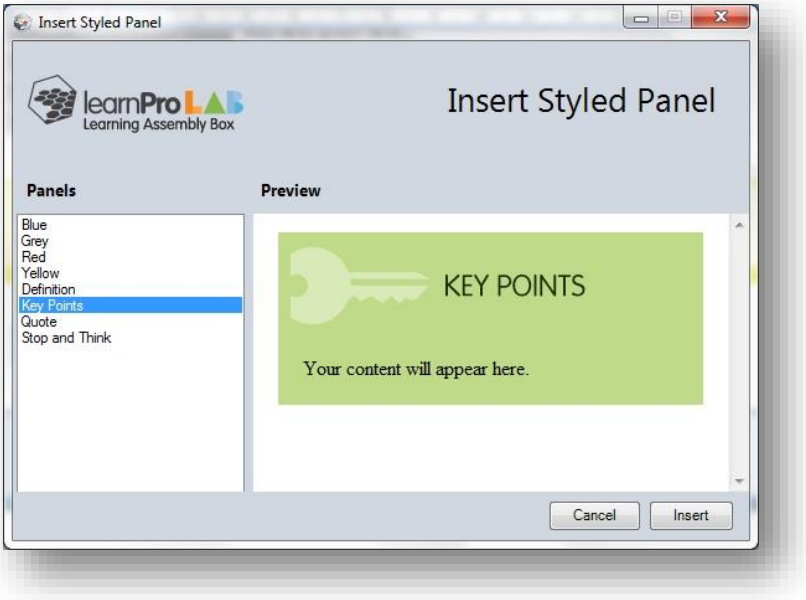
	Video
Id	1
Video Id	437
Stream Name	Mosaic
Content	Add description here...
Width	640
Height	480
Auto Play	True

3.2 Styled Panels

Styled Panels are used to apply styling to specific content within the module. This may be for emphasising **Key Points**, **Definitions**, **Quotations** or encouraging the user to **Stop and Think**. The styled panels are colour-coded so they can be easily recognised by users.

When inserting a styled panel you will be presented with the **Insert Styled Panel** dialogue box, and when you select a styled panel you will see a preview of it. Clicking on the **Insert** button inserts a **Details Table** into the Word script. This table provides an additional feature that the other details tables do not have. There is space to enter the content to be styled, which can include text with formatting, bullets and images. **You cannot add videos, interactions and other styled panels**.

Styled Panel Dialogue Box



Styled Panel Details Table

	_Styled_Panel_
Id	1
Template Id	17
Styled Panel Name	Key Points
Content	This can be used to highlight important points

3.3 Links

LAB provides an advanced **Insert Hyperlink** dialogue box which will allow you to link to:

- External websites
- External files stored on the web
- Internal files stored on your computer
- Hidden pages in your module

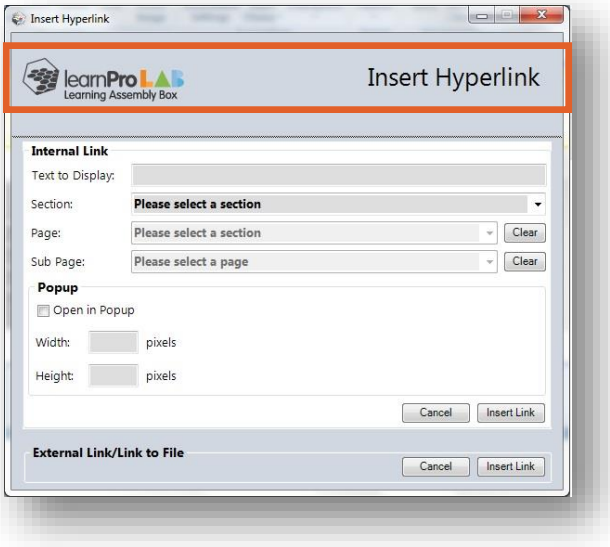
All links you create will appear in your script the same way any hyperlink would normally display.

To edit a link you need to make it active by putting your cursor within the link, (do not highlight the link) and then click on the **Insert Link** button select the option to **Edit Link**.

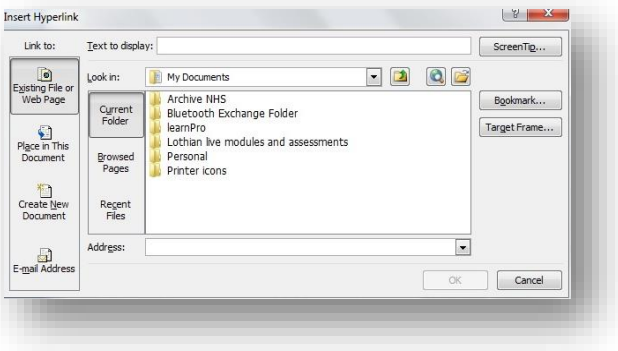
Creating External Links / Links to Files

Within the **Insert Hyperlink** dialogue box you should use the **External Link / Link to File** section at the bottom of the box. You will be able to add the **Text to Display** - this is the hyperlink text that the user will see and click on. Type (or paste in) the website address, or select the file you want to link to.

Insert Hyperlink Dialogue Box



External Link/Link to File Dialogue Box



3.3.1 Adding Internal Links to Hidden Pages

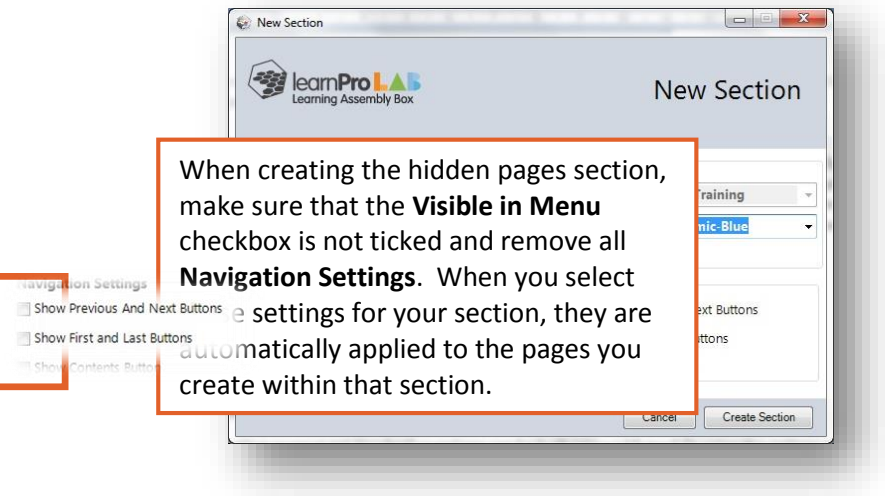
In some modules you may want to create pages that cannot be accessed from the menu, such as a video clip, or assessment questions. The way to do this is to create a **section** called **Hidden Pages Section** and then add pages for this content. Finally, you need to create an internal link to the hidden page.

If you have multiple hidden pages to create throughout the module, you can add them all to this section and add individual links to them on the appropriate pages. This allows you to manage your hidden pages in one place.

Example
You may have a module with 4 sections of learning, and at the end of each section you want to add a video or assessment question. The way to do this is:

- Create a section at the end of your module called **Hidden Pages Section**
- Add 4 pages - Popup 1, Popup 2, Popup 3 and Popup 4
- At the end of Section 1 in your script, add an internal link to Popup 1
- At the end of Section 2 in your script, add an internal link to Popup 2
- At the end of Section 3 in your script, add an internal link to Popup 3
- At the end of Section 4 in your script, add an internal link to Popup 4

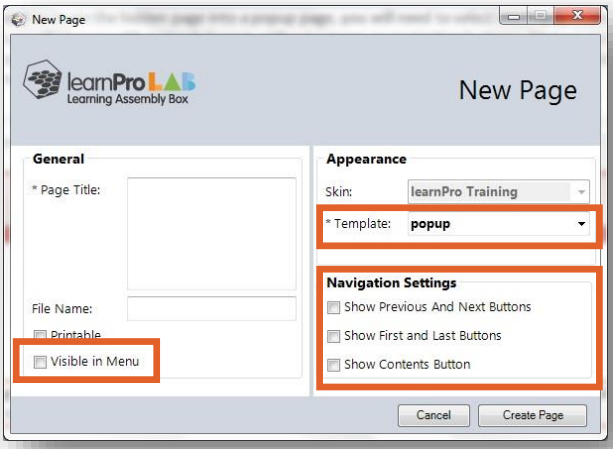
New Section Settings



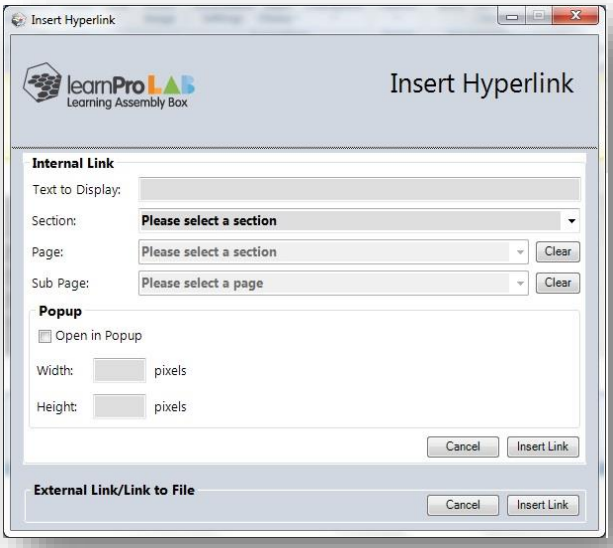
When creating the hidden pages section, make sure that the **Visible in Menu** checkbox is not ticked and remove all **Navigation Settings**. When you select e settings for your section, they are automatically applied to the pages you create within that section.

Creating your Popup Page

When creating the page that you want as a popup, you need to select the **Popup** theme and make sure that the **Visible in Menu** and **Navigation Settings** are not selected.



Go to the page you want to link from, and create an internal link. Add the text you want the user to see. Select the **Hidden Pages Section**, and then select the appropriate popup page. Set the link to **Open in Popup**, and specify the **Width** and **Height**.

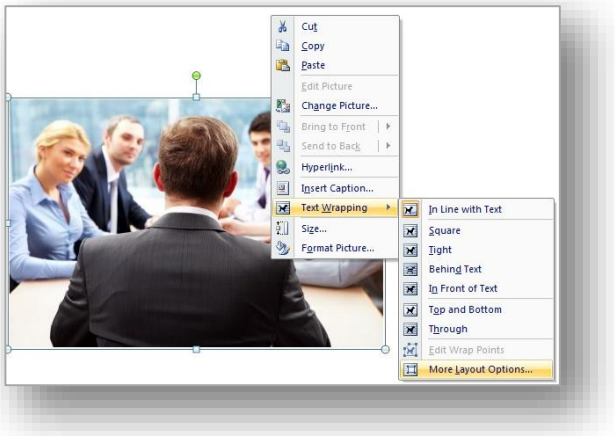


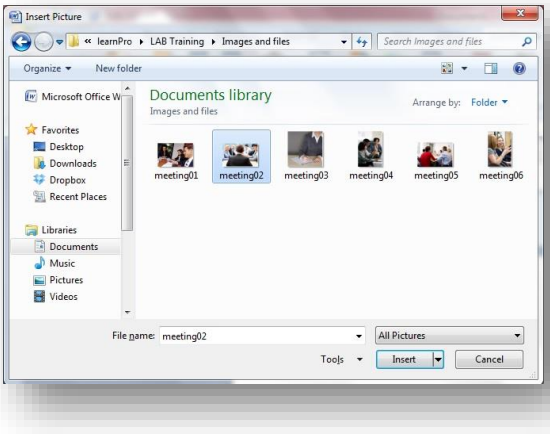
Any pages that you create in the **Hidden Pages** section will not be visible in the menu. The user will only be able to access them via internal links, which you will need to set up on the appropriate page.

3.4 Images

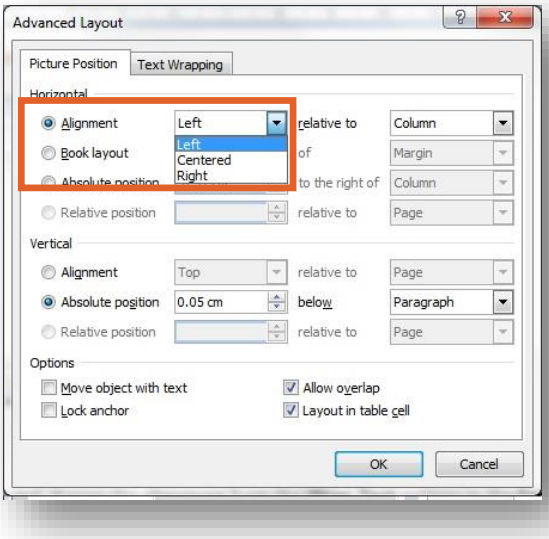
You can add images using the **Image** button in the Resources section of the LAB ribbon. This displays the **Insert Picture** dialogue box.

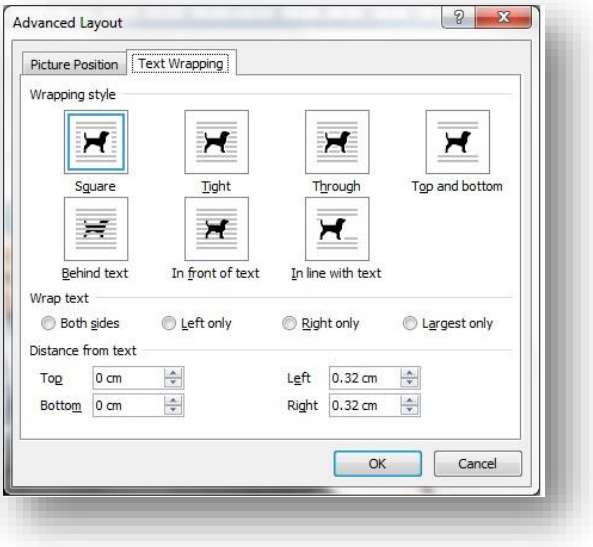
Insert Picture dialogue box





Right click on the image and select the **Text Wrapping** option, select **More Layout Options** then click on **Square**. Click on the **Picture Position** tab and click on the **Alignment** option, then select Left, Centred or Right from the menu.

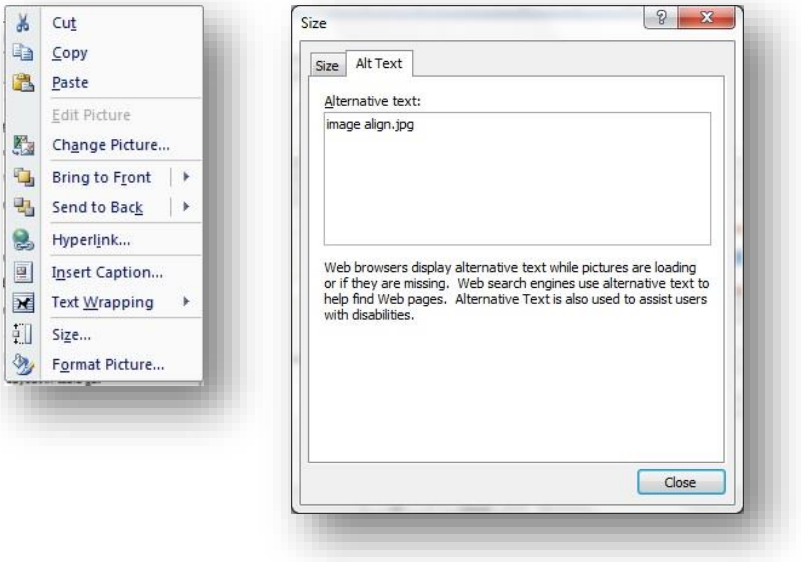




You can also use the **Wrap Text** option in the **Format** menu, or the **Paragraph** settings in Microsoft Word to position your image.

3.4.1 Adding Alt Text

To add an Alternative Text description, right click on the image and select **Size** from the menu. From the Size dialogue box select the Alt Text tab and type the description in the box. Click the **Close** button when you are finished. This puts a [D] link beside the image, and when the link is clicked, the Alt text is displayed.


Cut
Copy
Paste
Edit Picture
Change Picture...
Bring to Front
Send to Back
Hyperlink...
Insert Caption...
Text Wrapping
Size...
Format Picture...
Size
Size
Alt Text
Alternative text:
image align.jpg
Web browsers display alternative text while pictures are loading or if they are missing. Web search engines use alternative text to help find Web pages. Alternative Text is also used to assist users with disabilities.
Close

3.5 Formatting Text

When you publish your e-learning module, LAB reads your Word pages and converts them to web pages. LAB understands a range of Word formatting, such as bold, italic and underlined text; numbered and bulleted lists; simple tables and images that you have included in your script.

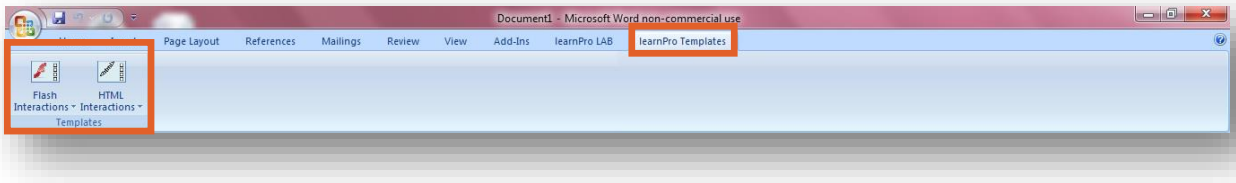
> The style, colour and size of the text is defined by the Skin, so this type of formatting will be overwritten when the module is published.

3.6 Interaction Templates

Interaction Templates are built into LAB, and these allow you to create HTML interactions that can be edited using LAB without any need for an understanding of HTML or Flash programming. There are various features in the interactions that you can edit, which include content, font size, font colours, background colours, and an accessibility option.

3.6.1 Creating an Interaction from a Template

You can access the templates via the **learnPro Templates** tab. To start creating an interaction you need to click on either the **HTML or Flash** buttons.

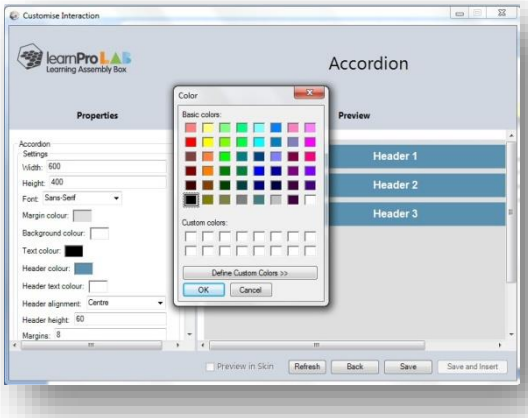


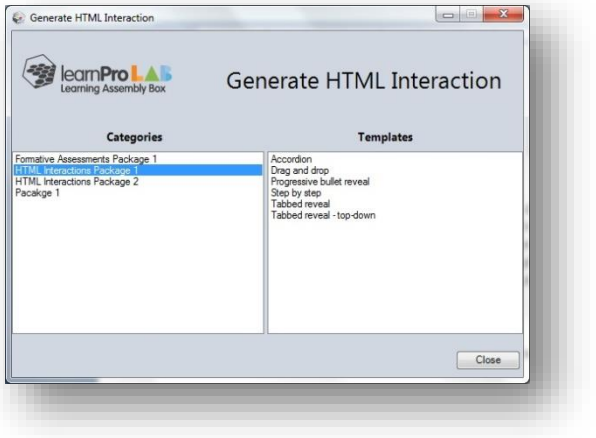
> The formative assessment questions, such as multiple choice, multiple response or free-text questions, are types of **HTML Interactions** built from templates.

When creating an interaction from a template you will be presented with a **Generate Interaction** dialogue box.

Generate Interaction Dialogue Box

Edit Interaction Dialogue Box





When you select a category, the templates within it are displayed, and when you select the template you want to use, you will be taken to a **Customise Interaction** dialogue box. From here you can change any of the customisable properties.
What you can customise depends on the template. You will be able to add your own content; however, in more sophisticated templates you can change colours, fonts and even textures. The properties you are able to customise are shown below:

- **Text:** enter your text based content
- **Number**: enter in you preferred number (this may be used for dimensions)
- **Colour:** when you see a box with a block colour background, click it to display the colour picker then you can choose your required colour
- **Options:** you may be presented with a dropdown list which contains a number of options to customise the template, for example, to select a different font
- **Accessibility:** this allows you to add a [D] link. When the link is clicked, a text version of the interaction is displayed below the interaction

To preview your changes, click the **Refresh** button which will update the preview panel with your changes. You should always do this after editing an interaction.

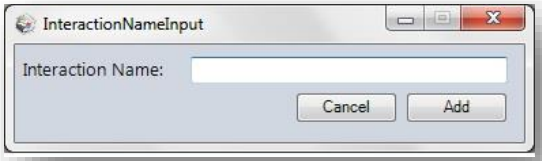
When you have finished creating your interaction, click the **Save** button. This will display the **Select Category** dialogue box which will contain a list of your existing categories. You can choose from the existing list of categories (folders) or create a new one to store your new interaction in which will be added to the existing list. To select your category, click on it, then click the **Select** button.

You will see the **Name Interaction** dialogue box and you can name your new interaction. Click the **Add** button which will upload your interaction to your **Interactions Resource Library** making it available for you to use later. Your new interaction can be inserted via the **Interactions** button on the learnPro LAB ribbon.

If you want to insert the new interaction straight into your document, rather than adding it to your library to insert later, you can click **Save and Insert** rather than just **Save**. This will add the interaction to your library and also insert it into your script.

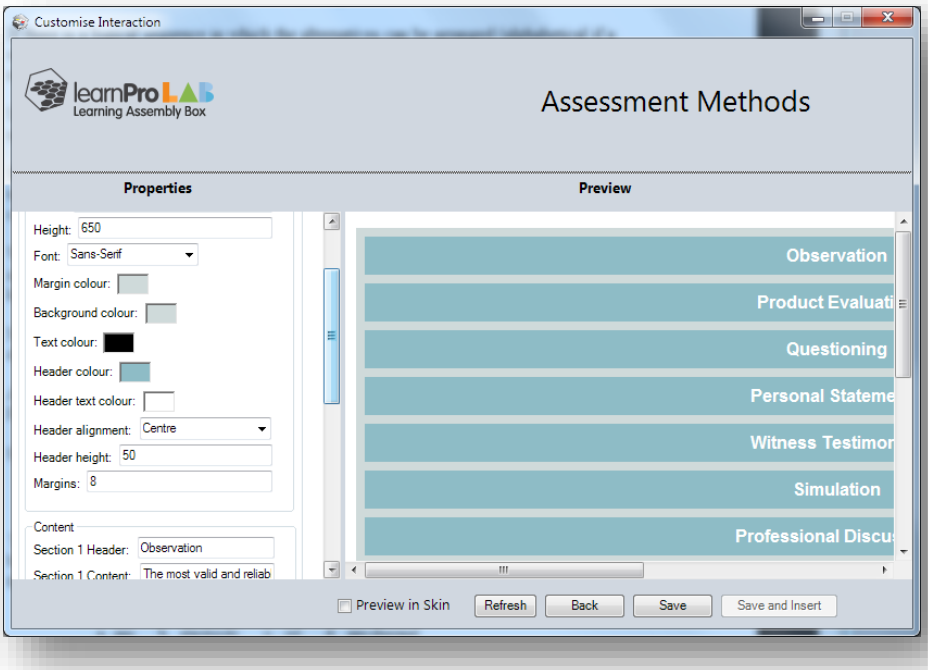
Select Category Dialogue Box

Name Interaction Dialogue Box



3.6.2 HTML Interactions Package 1

Accordion



This interaction displays horizontal tabs which collapse and expand when they are clicked, and they display content in a panel under each tab. This is used to present information and there is no feedback to the learner.

Settings

- Set the fonts, colours, and dimensions of the interaction here
- **Show content on**: If this is set to 'click', the learner can click on a tab to expand that part of the accordion and show the content of that tab. If this is set to 'rollover', the tab expands when the learner moves their mouse cursor over it

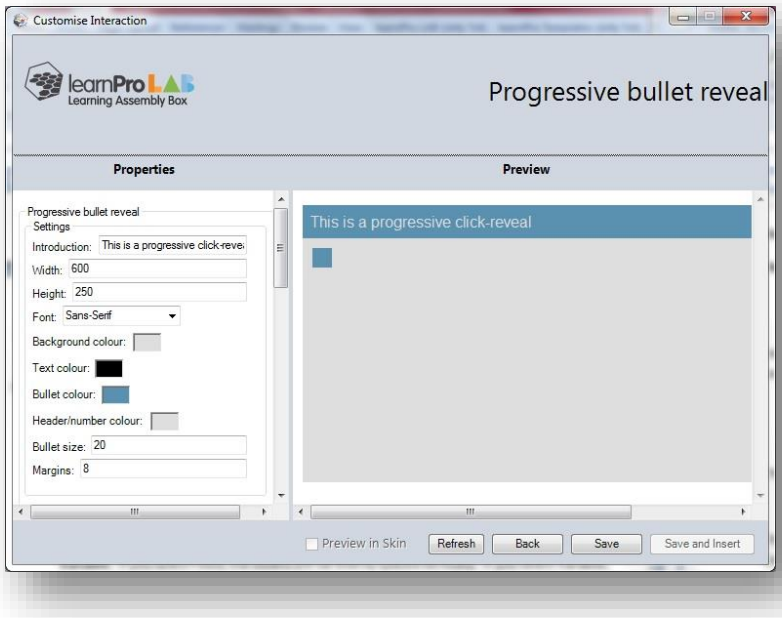
Content

- **Sections 1 to 8**: For each section, set the **Header** (the short text that is displayed on the clickable tab) and the **Content** (the long text that appears between the headers when the section expands)

Advanced

- **Show accessible version**: If this is set to 'Yes', a '[D]' link will appear below the interaction. When the learner clicks this, they will be shown an easily readable display of all the text in the interaction

Progressive Bullet Reveal



This interaction displays bulleted (or numbered) points of information which appear one at a time when the user clicks on each of the bullets. This is used to present information and there is no feedback to the learner.

Settings

- This allows you to set the fonts, colours, and dimensions of the interaction

Title

- This is the title of the interaction, which will be displayed in the header bar at the top (this may be instructions such as 'Click on each bullet to reveal the text')

Content

- **Bullets 1 to 8:** For each bullet, enter the text here

Options

- You can specify if you want to number the bullets by selecting 'yes' here. You can also set the bullet spacing to either **Fixed** (the bullets will be evenly spaced vertically) or **Variable** (the bullets will be given varying vertical space according to the size of the text). If many of your bullet points go on to more than one line of text, it is usually best to select Variable.

Advanced

- **Show accessible version**: If this is set to 'Yes', a '[D]' link will appear below the interaction. When the learner clicks this, they will be shown an easily readable display of all the text in the interaction

Tabbed Reveals

This interaction displays tabs, and clicking a tab will display the content. It can also be configured as a 'mouse rollover'. These are used to present information and there is no feedback to the learner.

Both of the Tabbed Reveal interactions are built in the same way:

- A regular tabbed reveal has the tabs down the left and the content is displayed on the right
- A top-down tabbed reveal has the tabs along the top and the content is displayed below

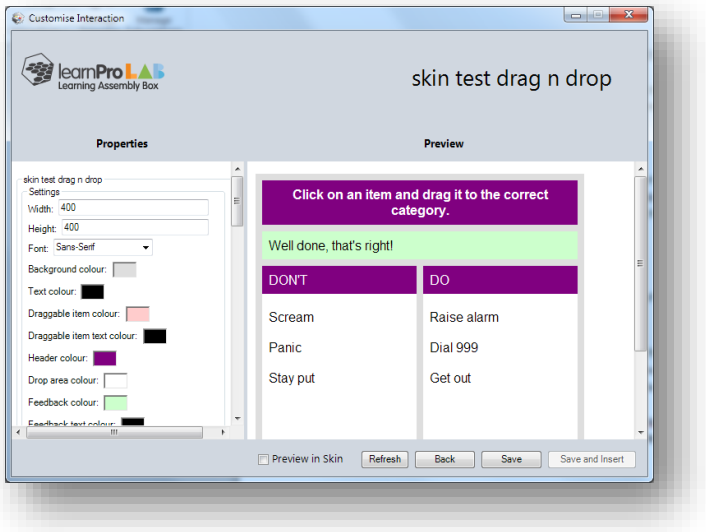
Settings

- Set the font, colours, and dimensions of the interaction here
- **Introduction**: The text that is displayed on the interaction before the learner clicks any of the tabs (this may be instructions such as 'Click on each heading for more information')
- **Activate tabs on:** If this is set to 'click', the learner will click the tabs to show the content. If it is set to 'rollover', the content appears when the learner moves the mouse cursor over the tab

Content

- **Tabs 1 to 8**: For each tab, set the **Tab text**, which is the short text displayed on the clickable tab itself, and the **Tab content**, which is the long text that appears in the main part of the interaction when the user clicks (or rolls their mouse over) the tab

Drag and Drop



This interaction displays items that can be assigned to a category/area. The items need to be dropped into the correct category/area.

Settings

- This allows you to set the fonts, colours, and dimensions of the interaction

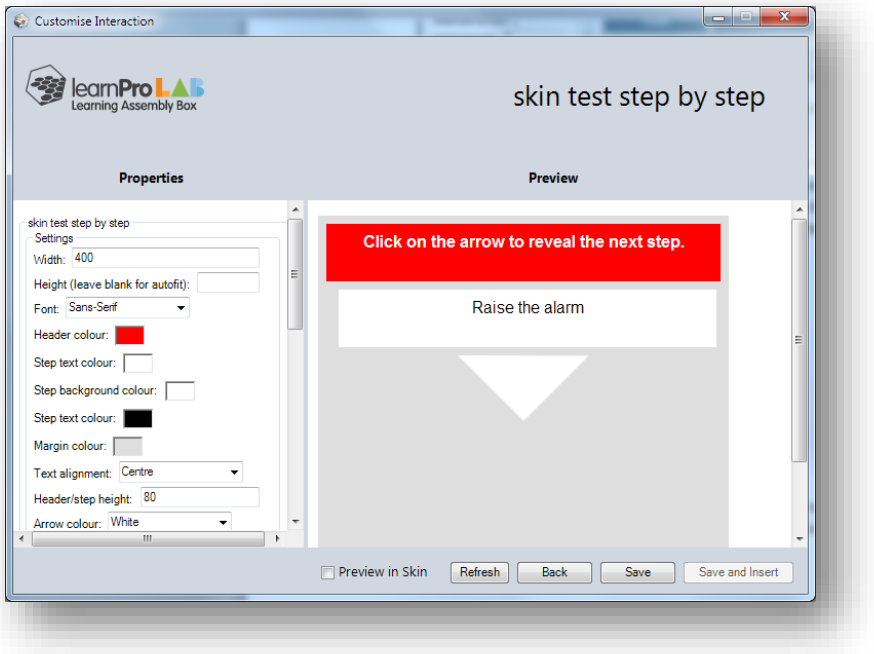
Content

- **Title**: The title of the interaction, which appears in the header bar at the top (this may be instructions such as 'Click on each item and then drag and drop it into the correct category')
- **Correct feedback:** This is the feedback that will be shown to the learner after they complete the interaction correctly. This will appear in a coloured box under the title (in place of the draggable items)
- **Draggable items:** Your drag and drop may have up to 12 draggable items. For each one, you provide a **label** (the text that is displayed) and a **correct drop area** (Area 1, Area 2, Area 3, or Area 4) where the item belongs
- **Drop Areas:** You can create up to four drop areas and you can rename each of these areas. These are the categories into which the draggable items will be dropped

Advanced

- **Show accessible version**: if this is set to 'Yes', a '[D]' link will be displayed below the interaction. When the learner clicks this, they will be shown an easily readable display of all the text in the interaction (including the correct drop areas for each item).

Step by Step



This interaction displays horizontal tabs with a down-arrow in between to identify the correct order of the steps or process. This is used to present information and there is no feedback to the learner.

Settings

- This allows you to set the title, fonts, colours, and dimensions of the interaction

Title

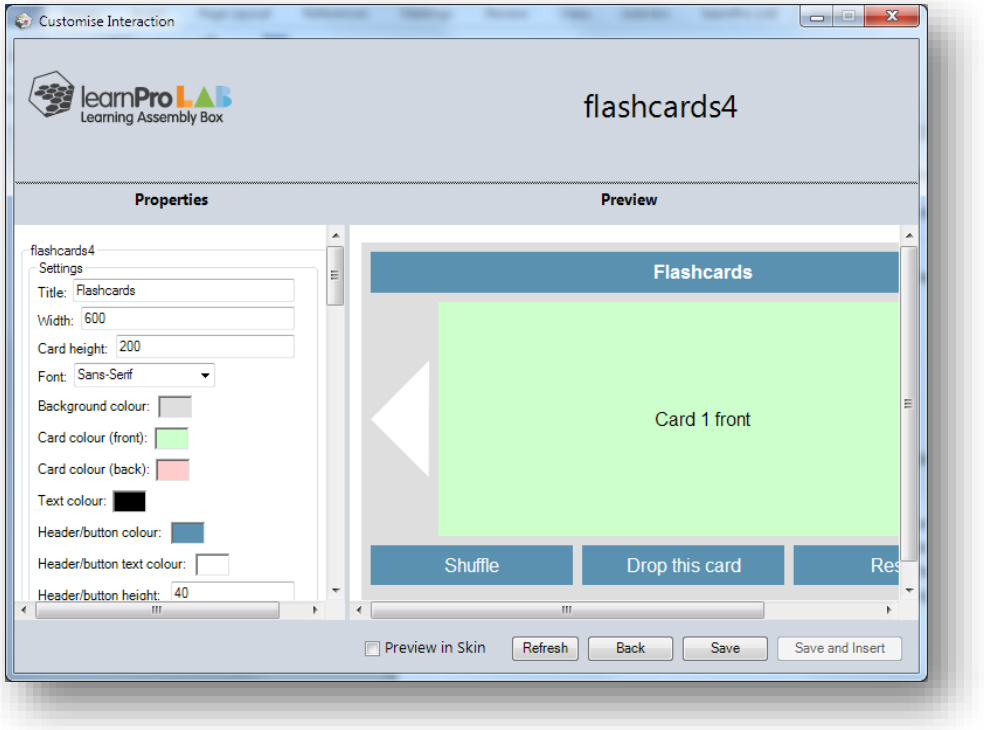
- This appears in the header bar at the top of the interaction (this may be instructions such as 'Click on the arrow to reveal each step')

Steps 1 to 12

- These are the steps that appear to the learner. Step 1 appears from the start, and the learner clicks the arrow at the bottom of the interaction to reveal each successive step

3.6.3 HTML Interactions Package 2

Flashcards



This interaction simulates a deck of cards where you can add text on one side, then the answer or explanation on the back. When the learner clicks on the card, the reverse side is displayed. This is used to present information and there is no feedback to the learner.

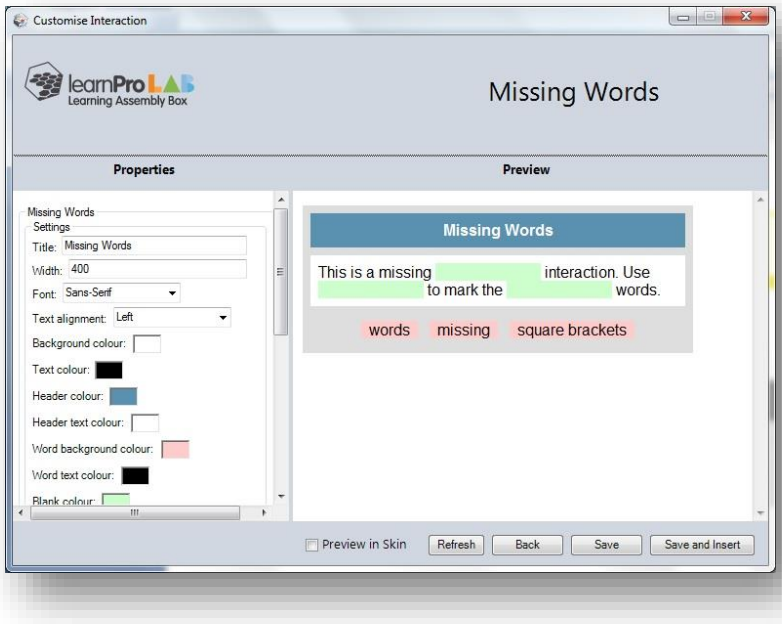
Settings

- This allows you to set the title, fonts, colours, and dimensions of the interaction

Cards 1 to 12

- You can create up to 12 cards by entering the **Front** and **Back** text for each. The learner will see the front of each card first, and they can click the card to turn it over and read the back. The arrows at the sides of the interaction move between the cards, and the buttons at the bottom allow the learner to shuffle the deck, 'drop' a particular card, or reset the interaction

Missing Words



This interaction allows you to enter a statement or paragraph of text then put square brackets around particular words that you want to display as gaps. The words are displayed in a word bank below the text and are dragged then dropped into the correct gap.

Settings

- This allows you to set the fonts, colours, and dimensions of the interaction

Title

- This is the title of the interaction, which will be displayed in the header bar at the top (this may be instructions such as 'Click on a word then drag and drop it into the correct gap in the statement')

Content

- Type the text here, including the missing words. Mark the missing words by enclosing them in square brackets [like this]. You can treat a phrase of two or more words as a single 'word' by enclosing the whole phrase in square brackets

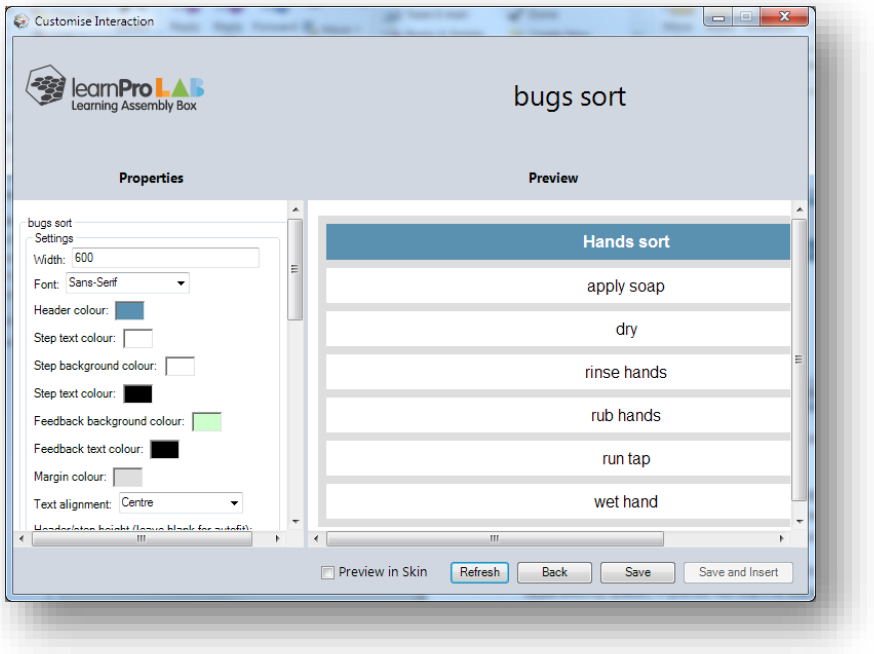
Dummy words

- You can add extra words to the word bank so there are some wrong answers to choose from. If you do not want to use any dummy words, just leave this blank

Correct feedback

- This will be shown to the learner when all the correct words have been dragged to the correct gaps

Sort



This interaction shows a list of horizontal tabs, and you can set the order they need to be displayed. The learner must then sort the tabs into the correct order by dragging and dropping them into the correct position.

Settings

- This allows you to set the fonts, colours, and dimensions of the interaction

Title

- This is the title of the interaction, which will be displayed in the header bar at the top (this may be instructions such as 'Click on each heading and drag and drop it so the steps are in the correct order')

Steps 1 to 12

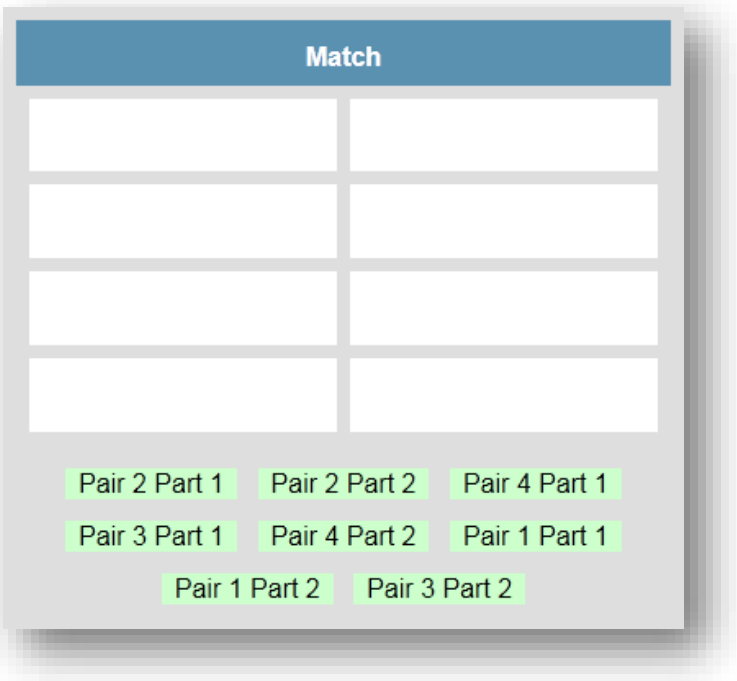
- Enter the items to be sorted here. Enter the steps in the correct order, they will be displayed in a randomised order

Correct feedback

- This will be shown to the learner after they have sorted the steps into the right order by dragging and dropping

3.6.4 HTML Interactions Package 3

Match



This interaction asks the learner to find matching pairs from a selection of short words and phrases, by dragging them into the rows of a table. When all the rows are filled, the learner is shown correct or incorrect feedback.

Settings

- This allows you to set the title, colours, dimensions and font of the interaction

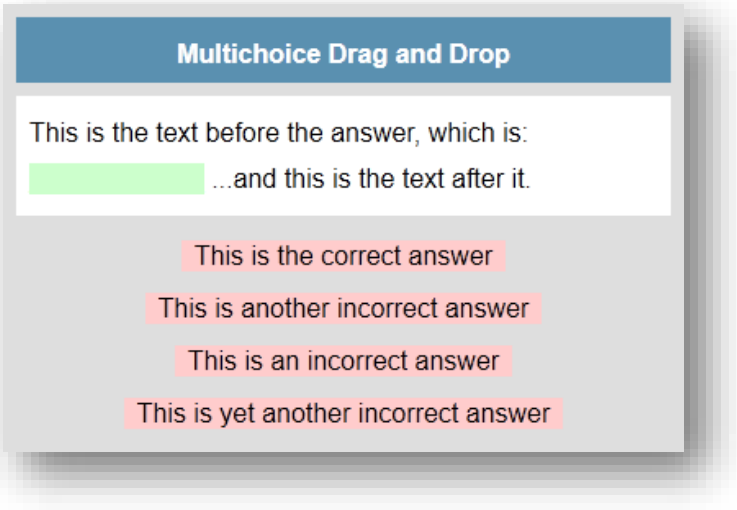
Pairs 1 to 6

- **E**nter the text of the matching pairs – you can create up to six of these. Each pair has two parts, which the learner must match together (in any of the table rows). The parts will appear in a randomised order at the bottom of the interactions

Feedback

- Enter the correct and incorrect feedback text that the learner will see after they have dragged all the words into the table

Multichoice Drag and Drop


Multichoice Drag and Drop
This is the text before the answer, which is:
...and this is the text after it.
This is the correct answer
This is another incorrect answer
This is an incorrect answer
This is yet another incorrect answer

This works similarly to the regular Multichoice formative question template, but instead of clicking a radio button, the learner must drag an answer into the gap. They are then shown correct or incorrect feedback.

Settings

- This allows you to set the title, font, dimensions and colours of the interaction.

Answers

- You can enter up to six answers, and define which one is correct

Feedback

- You can set the correct and incorrect feedback to be shown to the learner

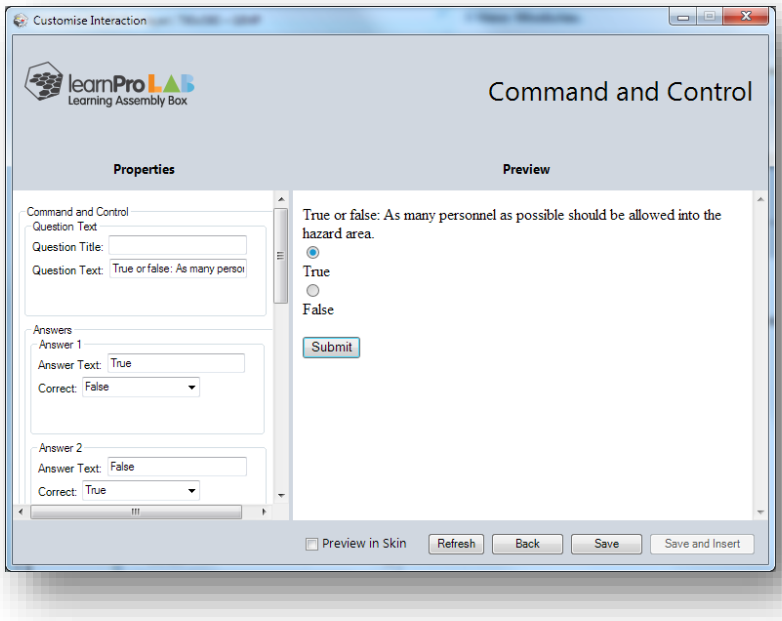
Text before/after answer

- This is where you enter the text that will appear before and after the gap

3.6.5 Formative Assessments Package 1

Formative assessments are designed to support the learning process by providing feedback on performance. It allows the learner to reflect on their knowledge and understanding and to consolidate their learning knowing that the assessment is not being recorded.

Multi Choice (radio buttons) - Correct and Incorrect Feedback



A multi choice question asks the learner a question, and gives them a choice of radio buttons to click on to select their answer; they can only select one radio button as there is only one correct answer. When the learner clicks the **Submit** button, they are shown a correct feedback message for the right answer and the same incorrect feedback message for all the wrong answers.

Question Text

- Set the title (optional) and the text of the question

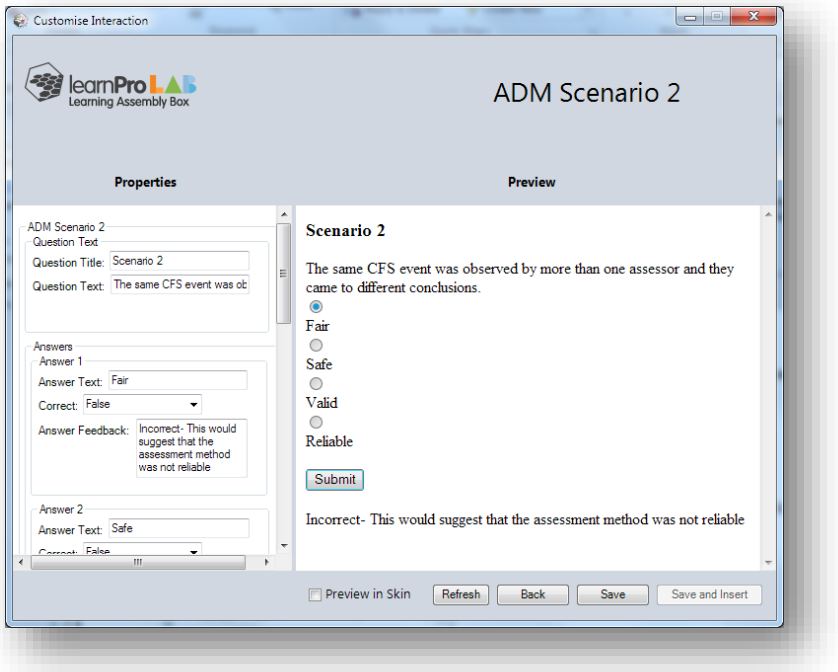
Answers

- Enter up to 6 possible answers. For each one, enter the text of the answer, and choose whether it is True or False (only one answer can be set as True)

Feedback

- Enter the Correct and Incorrect feedback messages. Correct feedback is given for a right answer and the same incorrect feedback is given for all the wrong answers

Multi Choice (radio buttons) - Detailed Feedback



This is the same as Multi Choice - correct and incorrect feedback, but you can specify a different feedback message for each incorrect answer

Question Text

- Set the title (optional) and the text of the question

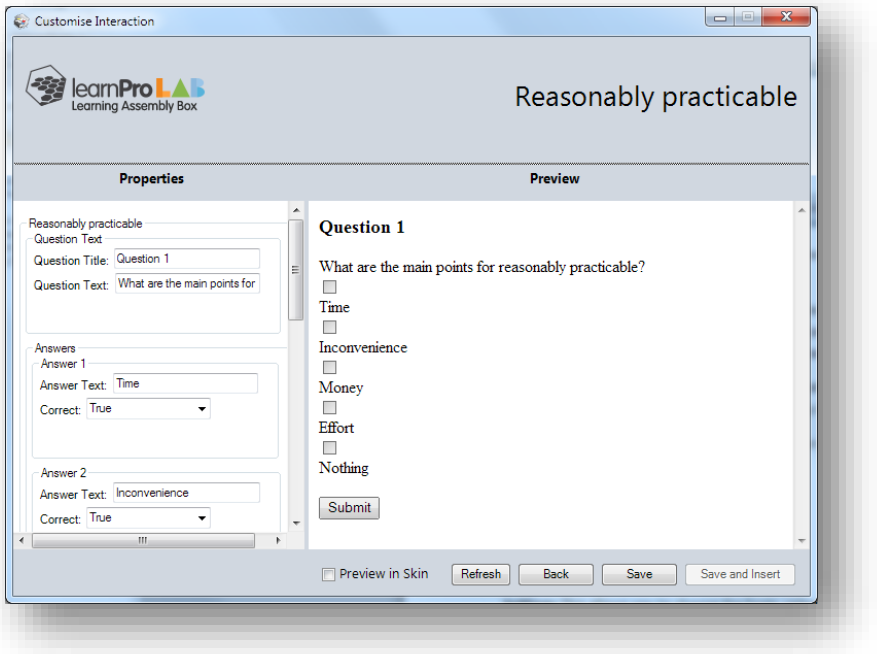
Answers

- Enter up to 6 answers. For each one, enter the text of the answer, and choose whether it is True or False (only one answer can be set as True)

Feedback

- Enter Correct and Incorrect feedback messages. Correct feedback is given for a right answer and a different incorrect feedback message can be given for each wrong answer

Multi Response (checkboxes) - Correct and Incorrect Feedback



This is for questions with more than one correct answer. The learner must find **all** the correct answers to get the question right. You can specify the feedback message for the correct answers when the correct answers are selected, and an incorrect feedback message for an incorrect or incomplete answer.

Question Text

- Set the title (optional) and the text of the question

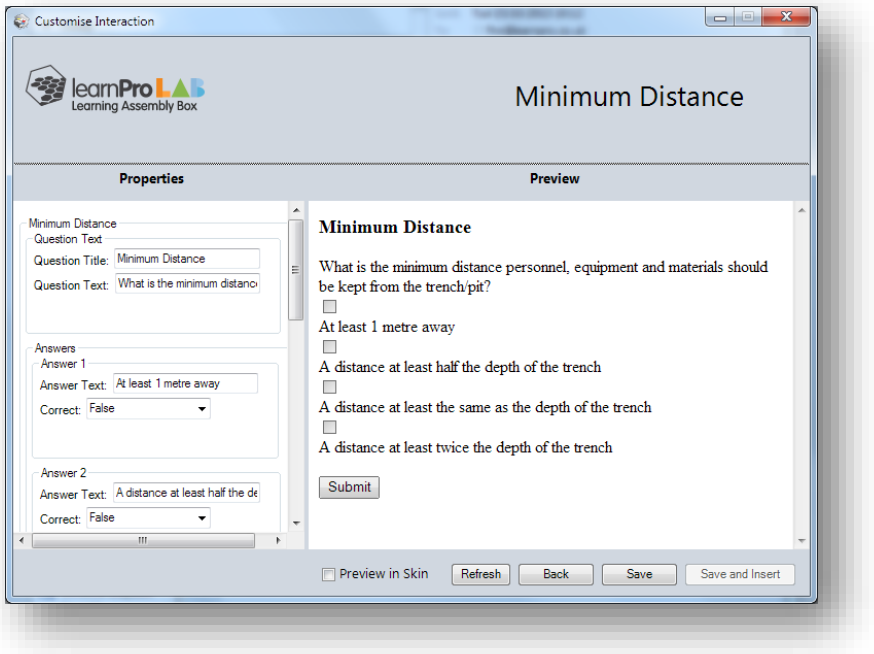
Answers

- Enter up to 6 answers. For each one, enter the text of the answer, and choose whether it is True or False (there must be at least one True answer)

Feedback

- Specify the Correct and Incorrect feedback messages. The Correct feedback will only be shown to the learner if they check **all** of the correct answers

Multi Response (checkboxes) - Generic Feedback



This is identical to the Multi Response (checkboxes) correct and incorrect feedback, except that there is only one generic feedback message. The learner will see this message when they click **Submi**t, the generic feedback message is shown regardless of the answers that are selected, so there is no right or wrong answer.

Question Text

- Set the title (optional) and the text of the question

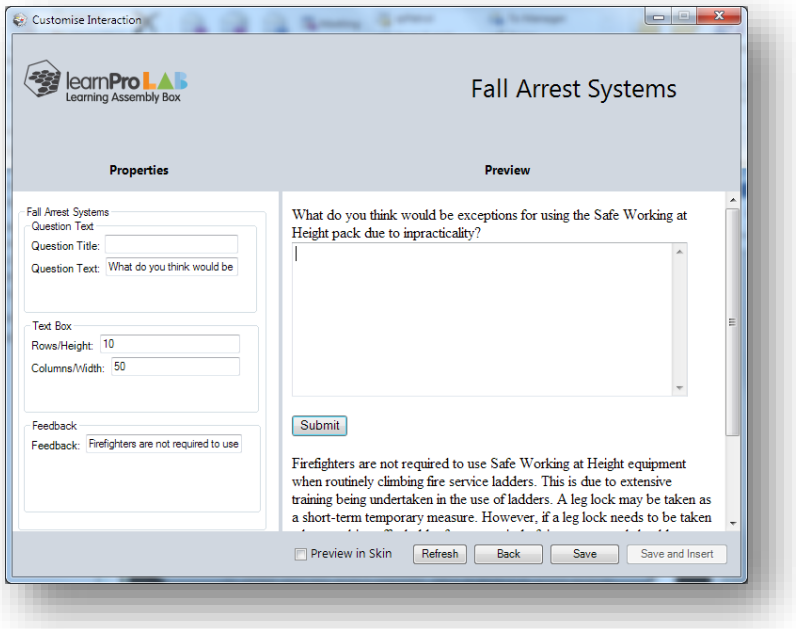
Answers

- Enter up to 6 answers. For each one, enter the text of the answer, and choose whether it is True or False (there must be at least one True answer)

Feedback

- Enter the feedback message which will be displayed regardless of the answers selected

Text Entry - Generic Feedback


Customise Interaction
learnPro LAB
Learning Assembly Box
Fall Arrest Systems
Properties
Preview
Fall Arrest Systems
Question Text
Question Title:
Question Text:
What do you think would be
Text Box
Rows/Height:
10
Columns/Width:
50
Feedback
Feedback:
Firefighters are not required to use
What do you think would be exceptions for using the Safe Working at Height pack due to inpracticality?
Submit
Firefighters are not required to use Safe Working at Height equipment when routinely climbing fire service ladders. This is due to extensive training being undertaken in the use of ladders. A leg lock may be taken as a short-term temporary measure. However, if a leg lock needs to be taken
Preview in Skin
Refresh
Back
Save
Save and Insert

A text-entry question asks the learner a question, and gives them a text box to enter their answer. There is no right or wrong answer, so when the learner clicks the **Submit** button, they are shown a generic feedback message regardless of what they have entered.

Question Text

- Set the title of the question which appears at the top of the interaction (optional), and the text of the question

Text box

- Set the height (number of rows) and the width (number of characters) of the text box. If you leave these fields blank the box defaults to the size shown in the preview window

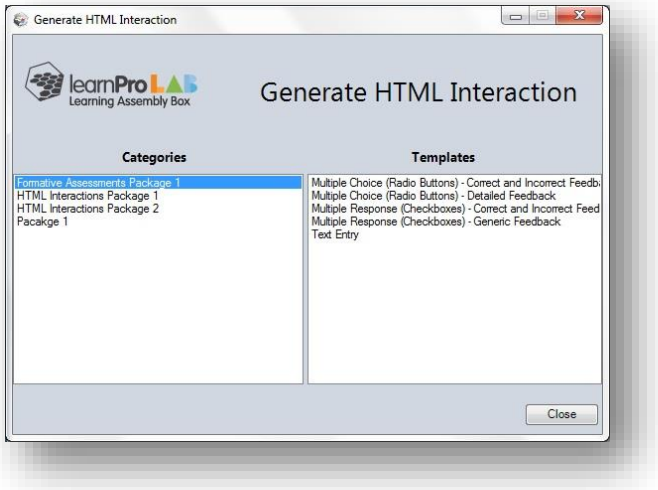
Feedback

- This is the generic feedback message that is displayed regardless of the answer the learner enters

3.6.6 Building Formative Assessments Questions

To create a formative assessment question, you need to create a new HTML Interaction. Click on the **HTML Interactions** button, or click the dropdown arrow below it and choose **Create New**. In the **Generate HTML Interaction** dialogue box, choose the category **Formative Assessments Package 1**. This contains assorted templates for formative assessment questions.

Generate Interaction Dialogue Box



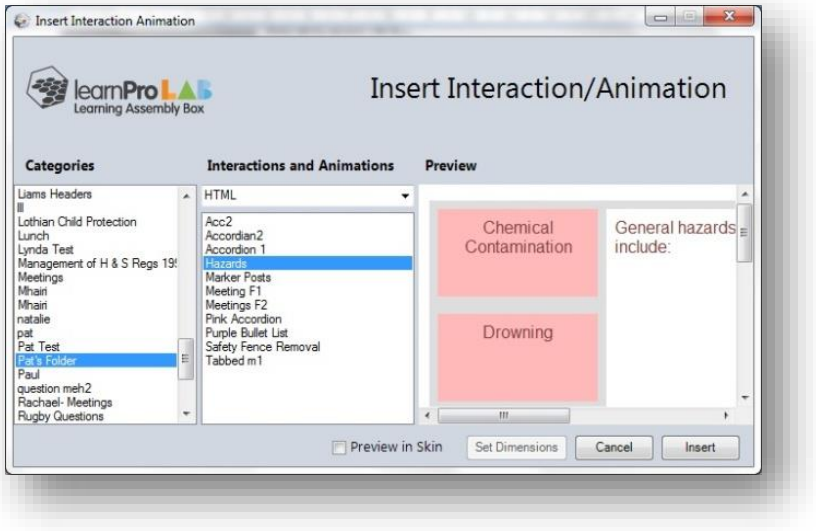
When you select a template will see the **Customise HTML Interaction** dialogue box. You can add the question, answers and feedback text. When you are finished, click **Save** to add the interaction to your library to use later, or **Save and Insert** to save it to your library and also insert it to your script.

3.6.7 Inserting an Interaction from the Library

When inserting an interaction you will be presented with the **Insert Interaction** dialogue box. Firstly, you must select the category (folder) that you saved your interaction to, and then you select the type of interaction (Flash or **HTML**). You will see a list of available interactions, and when you click on one of the interaction you will see a preview. When you click on the **Insert** button, a **Details Table** is inserted into your script.

When you select a Flash Interaction to insert, you must also specify a dimension. To do this, click on the **Set Dimensions** button (this is only visible for Flash Interactions).

Interaction Dialogue Box



Interaction Details Table

	_Flash_Interaction_
Id	1
Interaction Id	1
Category Id	1
Height	400
Width	480
Interaction Name	Test

The interactions below are currently in development and will be released over the next few months:

- **Multi choice drag and drop**: a more interactive type of multi choice question in which the learner is shown a sentence with a single missing word or phrase, and must drag and drop the correct word or phrase from a list
- **Match**: the learner must drag and drop matching objects together
- **Video question**: the learner is shown a video and then asked a multiple choice question based on the content
- **Picture multi choice**: the learner is given a multiple choice question with pictures for answers, and must click the correct one
- **Picture match**; the learner must drag and drop labels onto pictures
- **Picture sort**: the learner must drag and drop pictures a series of pictures to sort them into the correct order

3.7 Summative Assessments

Summative assessments are designed to evaluate whether learning has occurred. In order to formally assess the learning, the module should contain a set of questions that will be scored so that the learner knows if they have passed or failed. The pass mark is usually set at 80%, but this can be increased or decreased if required. Summative assessment is optional depending on your module content; you do not need to use it.

There are **two** different tools that can be used to build your Summative Assessments.

1. LAB Assessment Tool

The assessment can be created within the module using the LAB Assessment tool (**in-module assessment**). The answers to each question can be randomised, and there is no limit to the number of questions you can ask.

When would you use in-module assessment?

If you have learning that is for information or personal development rather than compliance, which learners don't necessarily need to prove they have passed, it is good practice to add a few summative questions to formally assess their knowledge and understanding of the learning. This type of assessment offers limited reporting capabilities.

2. Assessment Editor

The other option is to build the assessment using the learnPro Assessment Editor, so it is **separate** to the module. It offers greater flexibility with advanced assessment features and full reporting capabilities. This functionality is built into the learnPro eLMS.

The Assessment Editor allows you to:

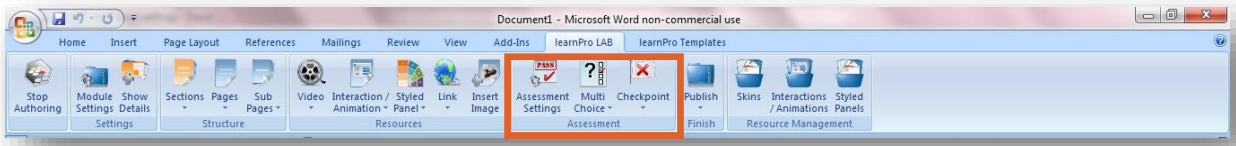
- Quickly and easily add multiple choice and text entry questions
- Add an image or a swf file for each question, from your media library.
- Set options to randomise the order of questions and answers and draw from a question bank
- Quickly and easily update the questions at any time without having to republish the module
- Import questions from an existing learnPro assessment
- Set your results policy
- Check your Assessment before you make it active and available to learners
- Stop the assessment when the content is accessed
- Assign a validity and revalidation period
- Control the number of attempts learners have on a particular assessment

When you would use Assessment Editor

This can be used for all e-learning as a tool to assess and record the learner's knowledge and understanding which can then contribute to portfolios of evidence. The subject matter expert may want to interrogate the database to find out if the learning outcomes are being met to strengthen the key learning points.

You can only build **one** summative (tracked) assessment either within the module **or** with the Assessment Editor.

3.7.1 Assessment Settings

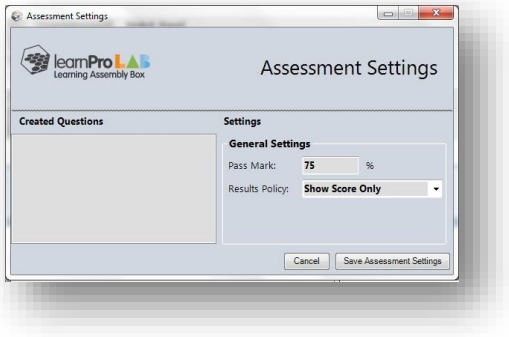


This functionality should only be used if you are building a **Multi Choice (single answer)** question, and can be used for **Summative** (tracked) or **Formative** (not tracked) questions.

If you are building summative questions, the **Assessment Settings** dialogue box allows you to specify the overall pass mark for the module as well as the results policy. The results policy determines what the user can see with regards to their score, answers and feedback. The results policies that you can choose from are:

- **Show Score Only**: the user will only be able to see their score
- **Show Marked Answers**: this will display the score and the answers the user selected
- **Show Marked and Incorrect Answers**: this will display the score, the answers the user selected and the correct answers

Assessment Settings Dialogue Box



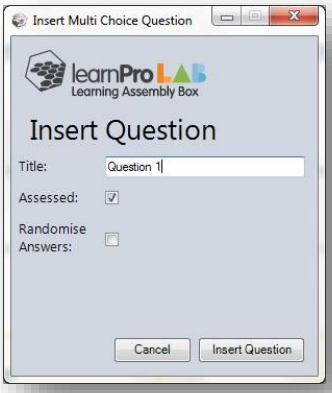
3.7.2 Multi Choice Questions

When inserting a multi choice question you will see the **Insert Question** dialogue box.

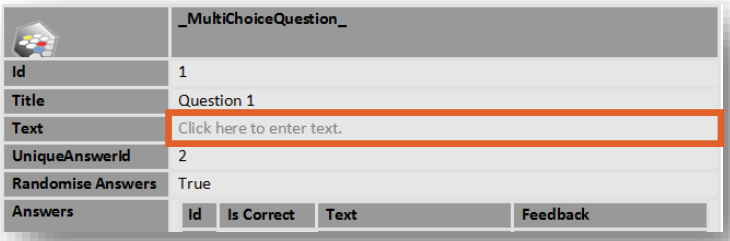
- If you are building a summative question, leave the 'Assessed' box ticked
- If you are building a formative question, untick the 'Assessed' tick box
- Enter the question title and tick the box if you want the answers to be randomised. Click the **Insert Question** button to insert a **Details Table** into the script
- Add your question text to the details table where it says **Click here to enter text**

You can use formatted text and images to add more detail into your questions.

Insert Question Dialogue Box



Question Details Table

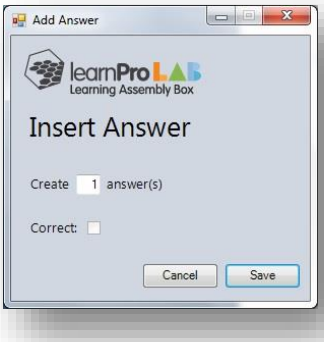


To add an answer to your question, put your cursor in the details table, click on the **Multi Choice** dropdown arrow and select **Answer > Add Answer** from the list.

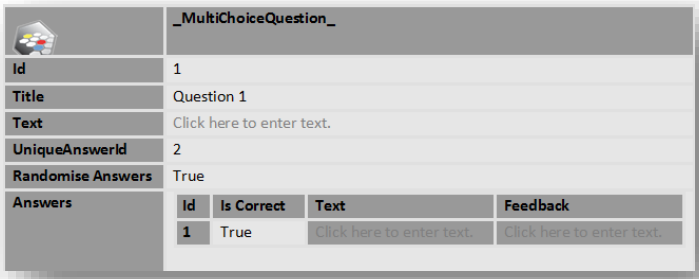
Adding the Correct answer - The **Insert Answer** dialogue box will allow you to define if the answer is correct (True) by ticking the 'Correct' option box. This will add a row to the answers section of the details table which you can use to add the **Answer** and **Feedback** Text for the correct answer.

Adding Incorrect answer s - The **Insert Answer** dialogue box will allow you to define the number of answers you want to add - the 'Correct' option box is greyed out when more than 1 is entered. This will add multiple rows to the answers section of the details table which you can use to add the **Answer** and **Feedback** Text for the incorrect answers.

Insert Answer Dialogue Box



Question, Answer and Feedback Details Table



You can only have **one** true answer, and you must have at least **one incorrect answer** for each question.

3.7.3 Checkpoints

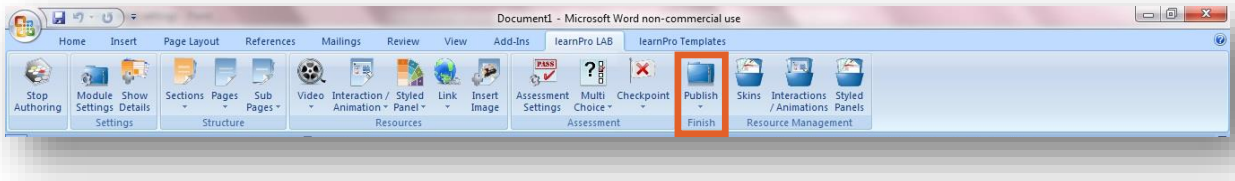
Adding a **Checkpoint** allows you to prevent the user from proceeding through the module until they visit the checkpoint page(s). This works by making all the other page titles 'greyed out' in the menu, and it disables the **Next** button, so the user cannot navigate any further through the module.

You can have the checkpoint hidden, where the user will not see anything different on the page, or you can add a checkbox and message to the page so that the user must tick to acknowledge that they have visited that page. You can customise the text that is displayed on the page. The user will not be able to continue until they click on the checkbox. You can have multiple checkpoints throughout a module. When you insert a checkpoint, a **Details Table** is inserted into the script.

Insert Checkpoint Dialogue Box **Checkpoint Details Table**

	Checkpoint
Id	2
Text	Tick the box to confirm you have read and understood the new Annual Leave Policy
Display Checkbox	True

4. Finish



The **Publish** button allows you to preview your module. To preview the module, click on the dropdown arrow and select **Preview**. Preview will generate the module and open it in your default browser.

To publish a module, click on the **Publish** button. You will be asked to provide a location / folder on your computer to save to. Once you select a location, LAB will generate an HTML folder and a zipped SCORM file. The SCORM file is the one you need to send to learnPro to be uploaded onto the eLMS.

Appendix 1: learnPro Video Desktop Manager

Installation Notes

Before using the Video Manager you need to download and install the files from the learnPro website http://www.learnpro.co.uk/labsupport/Installation.aspx

In order for the application to function correctly and to enable the videos to be streamed to your network from the learnPro Video server the following computer and network requirements need to be met:

Requirements for all computers that will be using learnPro to view video content:

- Install Flash player 10.1
- Allow video.learnprouk.com to be part of your organisation's trusted sites
- Open RTMP port 1935

Additional requirements for computers that will be used to upload video using our software:

- Allow videows.learnprouk.com to be part of your organisation's trusted sites
- Windows XP Service Pack 3 or later version of Windows
- .NET 4 (this will be automatically installed if required)
- Correct Date and Time setting on the computer

Logging in to learnPro Video Manager

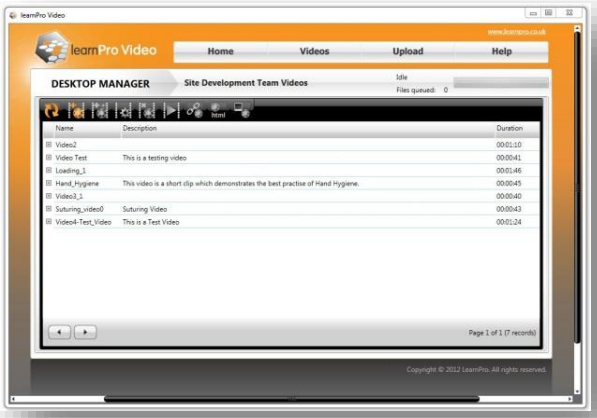
You can request access to learnPro Video Manager by contacting your learnPro helpdesk. Once access has been granted you will be able to log in using your learnPro username and password:

- Select your **Sector**
- Enter your **Username** and **Password**
- Click the **Login** button

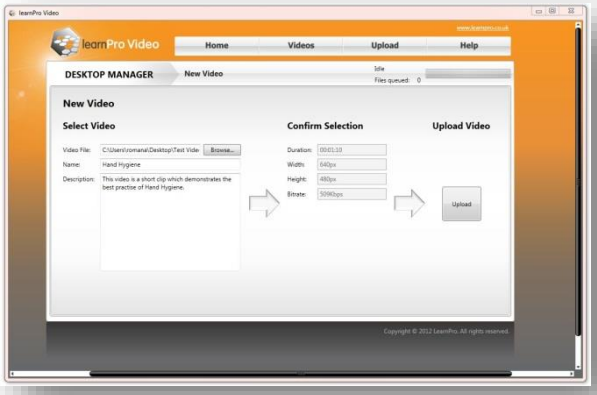
Video Management

- Select **Video** from the menu

This page provides you with a list of all the videos within your organisation. You can view a description (where provided) and duration of each video. When a video is selected you will have the ability to manage it using the icon menu bar.



Add a New Video



- Select **New Video** from the **Upload** menu
- Browse to and select the **F4V Video file** on your computer or local network. This will automatically populate the information in the Duration, Width, Height and Bitrate fields.
- **Enter** a Name (without spaces) and Description for your video. These details can be viewed and updated in the eLMS Resource Library
- Click on **Upload**. You will be redirected to the Upload Progress page

At the moment, only **F4V** videos can be uploaded

Progress

The Progress page allows you view the upload status of your queued videos. A progress bar and percentage status of the video currently being uploaded are visible on the right-side of the application.

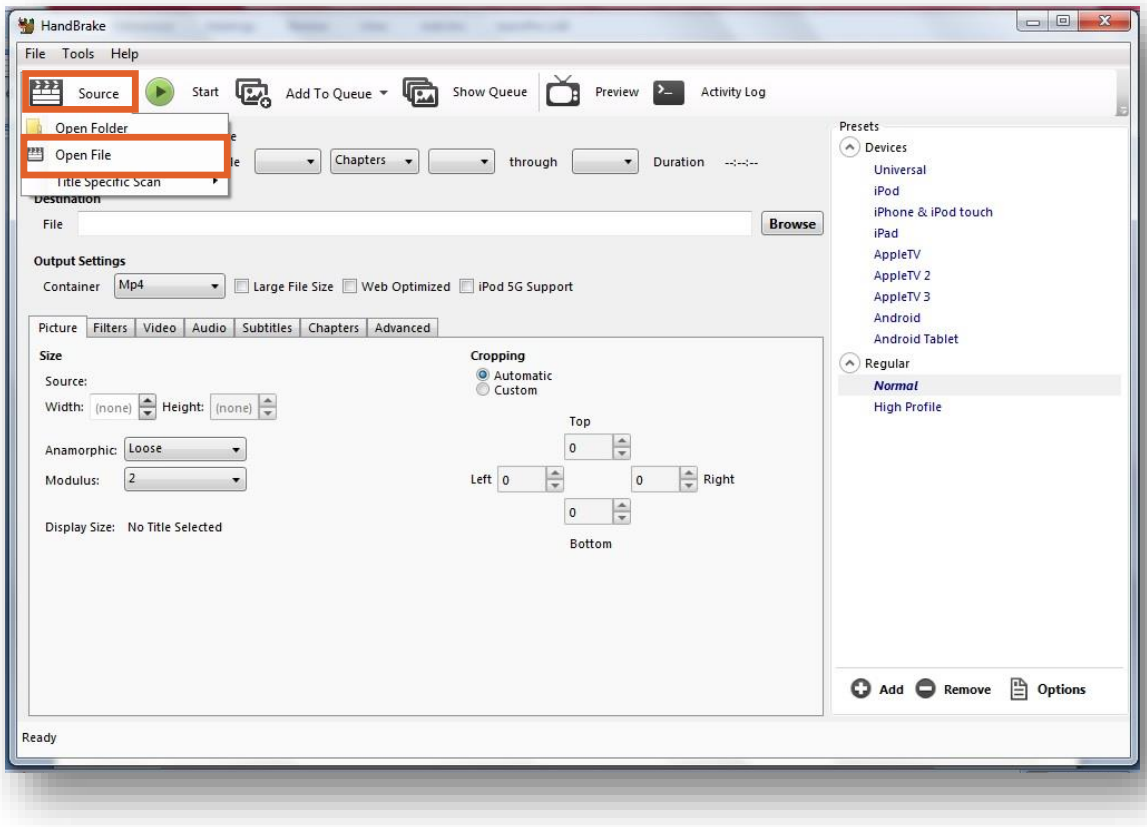
You can **cancel** an **upload** by selecting the video and clicking on the **Cancel** icon. Videos that have been **finished** and/or **cancelled** can be cleared from the progress list by clicking on the **Clear All** icon.

Appendix 2: Converting Videos / Audio Files

Your video/audio file must be in F4V format so that you can upload it to your library using the learnPro Video Manager. HandBrake offers a free converter that you can download from their website: http://handbrake.fr/

Once you click download from the page above, it should start automatically after a short while, **don't** click on all the massive Download buttons on the next page.

When you have installed and then opened the application, you will see the screen below:



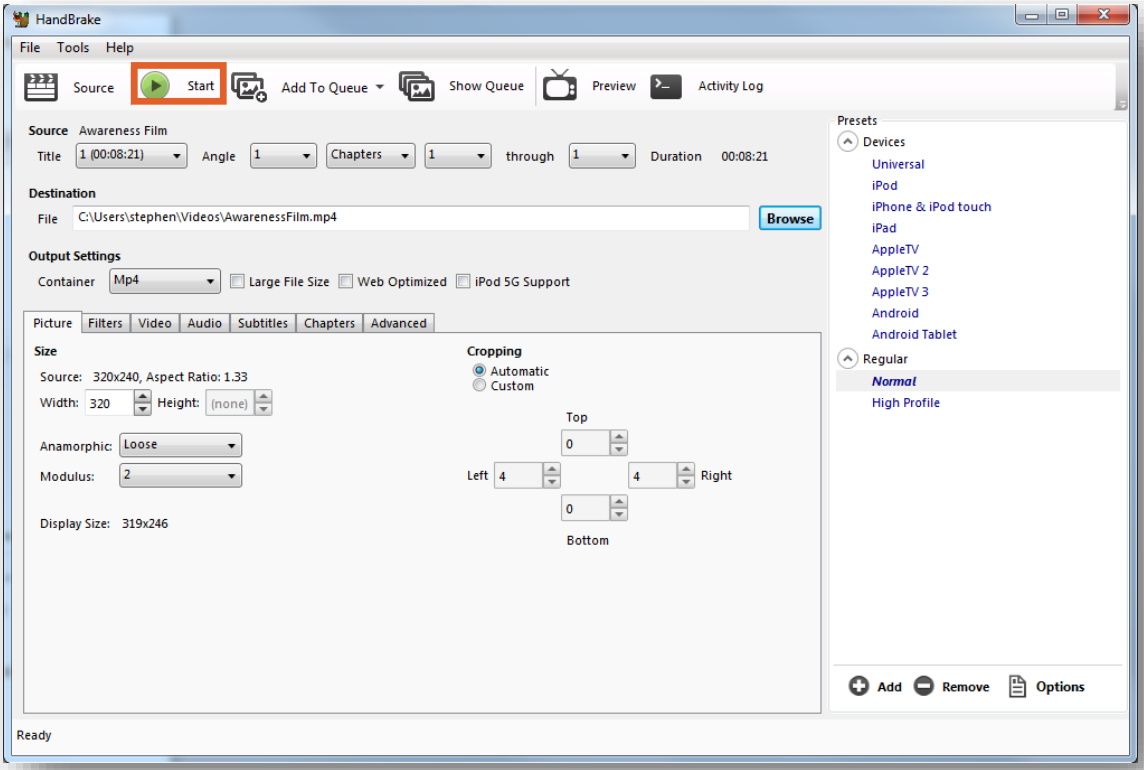
To convert a video:

- Click on the **Source** tab
- Select **Open File** and browse for the file you want to convert

Once you have uploaded the file:

Click on **Browse** in the Destination section to select the output folder and name of your converted file. Leave the file extension as **.mp4**

Once you have set your destination, leave all the default output settings as they are, and **Mp4** as the Container, then click on the **Start** tab to convert the file.



Once the file has been converted, change the converted file from an mp4 file to an f4v file by renaming the file and extension, for example:

- Rename AwarenessFilm.**mp4** to AwarenessFilm.**f4v**

You should then be able to upload the f4v file using the Video Manager.

Appendix 3: Authoring Guidelines

Planning

The planning stage ensures that the module content meets the requirements of the learner. Effective planning requires the following considerations:

- Is the module really necessary? Will it duplicate information already provided somewhere else, for example, in another module or another board, service or organisation?
- What is the purpose of the module? How does it fit in with the overall education strategy?
- What is the target audience? What are their learning requirements and what changes in behaviour do you want from learners afterwards?

Formatting

Images and Graphics

- Should be relevant to the subject
- Consider defining a standard size for portrait (e.g. 7.5cm) and landscape (e.g. 9cm)
- Make sure that all images and graphics have the appropriate alt-text for screen readers
- Do not use flickering or flashing images as they distract from the actual learning, and may potentially trigger fits in some learners

Colour and Accessibility

- Text should preferably be dark on solid pale background to meet Disability Discrimination Act (DDA) requirements and make it easier to read
- You should not rely on colours to provide meaning as learners can change colour settings
- Red and green together may cause problems if the learner is colour-blind
- Avoid colour contrast combinations that may cause difficulties in reading, such as red and purple, yellow, white and light grey, or pastel pink and lavender
- Red draws the eye and is an anchor point

Logos

- Check with your organisation to see if there are guidelines or standards regarding size, colour or layout of logos
- Third party logos should only be used where there is a sponsorship or partnership relationship

Legalities

- Always check for copyright of text and images
- Consideration should always be given towards the Data Protection Act and Disability Discrimination Act

Screen Resolution

- Not all screens will be set at a high resolution, for example, learners with poor vision may set their screen to 640 x 480 pixels
- Learners who have a lower screen resolution will have to use both horizontal and vertical scrollbars more

Alt Text

- Must be clear, descriptive and meaningful
- Every image and graphic should have an alt-text
- Alt Text should not exceed 100 characters

Key points, quotes and definitions

- Try to use the same colours for Styled Panels throughout your modules for consistency

Page Layout

- Try to keep text on the left and images on the right (learners usually read the screen diagonally from top left to bottom right)
- Try and keep scrolling to a minimum – half a page of a Word document equals approximately one screen in a module

Content

- Each section and page of content should have a different name as this is pulled through to the menu
- Try to use some bulleted lists and short paragraphs rather than long blocks of text
- Add the relevant graphics, images or smart art to break up the text
- Add hyperlinks to any documents or websites referenced in the content

Other Considerations

- Always try and set an end date for module go-live (roughly 3 months from start to finish)
- Plain English Guidelines:
    - Don't use long or difficult words when shorter ones will do
    - Use short sentences containing one main idea – sentences in paragraphs should have a common theme
    - Use minimum punctuation, preferably just commas, capitals and full-stops
    - Only use capital letters where they are really needed – try to avoid jargon, acronyms and abbreviations
    - Never assume the gender of your reader – use 'they' or include both genders
    - Personalise to the learner – use 'you' rather than 'all staff , or everyone'

Developing Aims and Learning Outcomes

Aim

An aim is a general statement outlining the purpose of the module **(one per module)**

Examples

- To **raise awareness** of organisational policies and procedures relating to health and safety
- To **provide an understanding** of appropriate levels of hand hygiene and how to maintain these
- To **provide knowledge** of systems and procedures on the safe handling, disposal and management of waste

Learning Outcomes

A learning outcome is more specific and precise and should contain a verb and possibly a standard. By including a verb this indicates that the learner has to carry out a task. By including a standard, this ensures that the outcome is measurable and achievable **(unlimited number as determined by content)**

Verbs

The following are examples of verbs to use when setting learning outcomes for e-learning:

State	List	Identify	Select	Explain	Recognise	Decide
Choose	Use	Analyse	Organise	Develop	Apply	Describe

Standards

You may also want to describe the standard to be reached or level of performance required, although this is not mandatory:

- List **four** items of Personal Protective Equipment
- Explain what Standard Precautions are **in accordance with the Infection Control Policy**
- List the steps of Basic Life Support **in the correct order**

Examples (<u>verbs</u> are underlined and **standards** are bold in this example)

- <u>Explain</u> what Standard Precautions are **in relation to the infection control policy,** and why they exist
- <u>Identify</u> **four** items of personal protective equipment to use when dealing with various hazards
- <u>Describe</u> the **correct** structure and management of infection control within NHS Lothian

Language

Remember your target audience – it's better to keep language simple and stick to 'plain English' so that everyone can understand it. If you have to use abbreviations, use them sparingly, and avoid jargon.

Formatting

By asking the subject matter expert to use the correct format, it helps to reduce the authoring time:

- Develop your script in Microsoft WORD (2007 or 2010 is required by the author)
- Each section heading and page heading should have a different title (these are pulled through to the menu for navigation)
- Text should be Black, Regular, and Size 11 or 12
- Do not use underlining – this is for hyperlinks only
- Italics and capitals should not be used (or kept to a minimum) as they can be difficult to read
- Avoid full pages of solid text - use bulleted lists and shorter paragraphs where applicable
- Bullet points should start with a capital letter , no punctuation at end
- Add graphics / images as appropriate (usually aligned at top right of page). If you have your own relevant graphics, add them to the appropriate page within the word document (remember to check the copyright)
- Learning activities or interactions can be identified discussed in more detail, where required
- Try and keep to half a page of text in WORD, which is approximately 1 screen of learning. This saves the user having to scroll to view the content

Designing Multiple Choice Questions

Multiple choice questions are a highly flexible and effective way of testing learners. They can be used to measure all levels of skills, from fact recall to complex analysis and evaluation.

Care should be taken to build effective multiple choice questions – in particular, choosing incorrect answers which do not make the correct answer easy to guess.

- Make sure that the question clearly states the problem and all information that the learner needs
- Remove any excessive or irrelevant information from the question
- Make sure there is only one correct response
- Make sure all of the options agree with each other in terms of content, form, and grammatical structure
- Do not make the correct answer notably longer or shorter than the others
- For the incorrect options, choose answers that are not obviously wrong. A good technique is to think of errors that learners would be likely to make
- Avoid 'all of the above' and 'none of the above' options as they are easy to guess and unsuitable to use if the answers are randomised
- Avoid using negative questions. When necessary, capitalise the negative word ('Which of the following is NOT…')
- Evenly distribute the position of the correct answer. There should be roughly the same number of correct A's, B's, C's and D's over all the questions
- Build questions which test the learner on interpretation and analysis skills, not just fact recall, by using questions that describe real and practical examples and scenarios
- Use charts and diagrams above the questions, to test the learner's ability to interpret these

Standard Module Format

All modules you develop should follow the same format – as shown in the example – you may want to set a standard for your own Organisation.

Scene setter and date

Welcome and Introduction

Aim and Learning Outcomes

Content:

- Section 1
  Formative assessment
- Section 2
  Formative assessment
- Section 3
  Formative assessment

Resources / References

Assessment Information

Summative Assessment

Next Steps

After the initial meeting, here are the steps that the subject matter expert should take:

- Identify the **course** name and **modules** (as many as required)
- Write one **aim** for each module
- Write **learning outcomes** for each module (as many as required)
- Break the module into manageable **sections**, number and title each as you add them
- Add the learning content
- Write **formative assessment questions** at the end of each section
- Check that the **learning content** matches the outcomes and questions
- Add any relevant **graphics** you may already have
- Consider any **learning activities / interactions** that may be required
- Write the **summative assessment questions** for each module
- Agree dates for **regular meetings** to work together and review progress
- Review the draft module on the Content test site and send out the link and login details to stakeholders for feedback
- Update and review the final version of the module and agree on a **'go-live'** date

Testing

Before any module is finally signed off, it should be tested by the subject matter expert and a group of potential users for constructive feedback. A suggested reasonable timescale for this is 2 weeks. It may useful to compile a list of questions so you can standardise the feedback.

Evaluation

A quality assurance program is recommended so you can continuously update and evaluate the modules you develop. The module content should be reviewed on an annual basis, or more frequently depending on organisational policy or when there are changes to legislation.

learnPro has evaluation functionality that allows learners to fill out an online evaluation form about e-learning module they have taken, to provide feedback on the quality of the content. As an author you can create your own evaluation using different question options. When learners have submitted their evaluations, you can run a report with graphical representations of their feedback, or a complete list of answers given to free-text questions.

Quality Assurance Guidelines

Quality Assurance (QA) review is an important stage of the module development process as it will ensure that the content and formatting is accurate, up-to-date and appropriate for the target audience.

The aim of QA review is to:

- Give frank and supportive comments on the content and flow
- Ensure that the content meets the requirements of the learning outcomes
- Give constructive feedback
- Give suggestions for improvement where appropriate
- Highlight any check spelling, grammar or typographical errors
- Check answers to questions and their feedback for accuracy,
- Check that interaction work properly and give clear instructions and feedback

The following checklists can be adapted and used for each module.

QA Checklist for Module Content (example)

Course Title:	Date:
Module Title:	Reviewer:

Please consider each of the following points then put a cross in the appropriate column. Where you have answered **No** please add comments.

	Yes	**No**	**Comments**
The aim and learning outcomes are clearly stated			
The content will allow learners to achieve the stated aim and learning outcomes			
The content is pitched at the appropriate level for the target audience			
The content is accurate and up-to-date			
Instructions, where included, are accurate			
The terminology is suitable for the target audience			
Relevant and accurate feedback has been provided, where appropriate			
Questions are of an acceptable standard and answers are accurate			
The module is constructed in such a way as to allow learners to navigate easily through it			
Appropriate accessible text alternatives have been provided for graphics, images, animations, videos and audio resources			
General comments or feedback on any aspect not covered above:			

QA Checklist for Script Formatting (example)

	Yes	No	Comments
Aim and Learning Outcomes • Is there a clear aim for the module • Are the learning outcomes realistic			
General • Appropriate use of capitals and Italics • Use of 'and' rather than & • Appropriate use of abbreviations and jargon • Has spell-check been carried out • Are images right-aligned and the correct size			
Bulleted and Numbered Lists • Do they start with capital letter, no punctuation			
Formative Assessment • Is there at least 1 question at the end of each section to check understanding • Are the answers and feedback correct			

QA Checklist for Published Module (example)

	Yes	No	Comments
Structure • Is the module title appropriate • Have the correct LAB skin and page templates been used			
Menu Structure (Sections) • Are the section titles appropriate and in the correct number order			
Pages and Sub Pages • Are the page titles appropriate • Has the correct page template been used • Is there minimal scrolling to see content • Do images have appropriate Alt-Text descriptions			
Formative Assessment Questions • Is feedback for right and wrong answers correct			
Pop-ups • Is all content displayed (adjust height / width if necessary) • Has the correct popup template been used			
Links • Do all hyperlinks work • Document links open up pdf files rather than word documents (where possible)			